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ABSTRACT

The organization of this course outline is based in part on current thought regarding the teaching of reading as it relates to whether comprehension is a general skill or a set of specific identifiable skills, to reading as content and process, to vocabulary development, and to divergent thinking. The outline is divided into two major sections: recognizing and understanding ideas and recognizing and understanding words. Subsumed under the first section are comprehension skills including literal comprehension, interpretive or implied comprehension, critical level of comprehension, study skills, consumer survival skills, reading the newspaper, and recreational reading. Also included in the first section is rate of comprehension including flexibility, skimming, and scanning. Subsumed under the second section are vocabulary development, structural analysis, phonic analysis, dictionary skills, and oral reading skills. In the outline, each division consists of a number of teaching techniques and suggestions for direct classroom application with references that are intended to be suggestive rather than comprehensive. (TJ)

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COURSE OUTLINE FOR CLINICAL READING AT THE HIGH SCHOOL LEVEL

by

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INTRODUCTION

Course Outline for Teaching Reading at the High School Level

The course outline which follows this introduction was written to fulfill a specific need as perceived by its author. Though not originally intended for publication, its usefulness to other teachers became apparent after its completion. Those who now use it should be aware that although the project is extensive it is not meant to be a complete coverage of each of the areas outlined. The sections tetled phonic analysis, the newspaper, and oral reading are clearly developed to a lesser degree. Note also that the published materials, though many are included, do not represent many other noteworthy publications that may be known to the reader. Their selection was based on their availability to the author at the time of the writing of the project. The following provides a list of the purposes of the project at its conception:

1. To provide a detailed reference for planning group and individualized lessons at a variety of levels of readability for high school students in a clinical reading program.
2. To provide a detailed list of objectives and materials which contain passages for use in accomplishing the objectives.
3. To provide a course outline for clinical reading at the high school level.

4. To provide a means of checking the balance between teaching skills and teaching content.
5. To provide a list of objectives for teacher-made materials when published materials are unsatisfactory or unavailable.
6. To provide an outline of remediation in specific areas as student needs are diagnosed.
7. To provide a bibliography of current reading materials for the high school student.

The organization of the outline has been based in part on current thought regarding the teaching of Reading.

Comprehension: General or Specific

The debate in recent years concerning reading comprehension as a general skill as opposed to a set of specific identifiable skills[1] has some bearing on this project. I feel there are areas of comprehension, that they can and should be identified and taught in an orderly manner. Moreover, each comprehension skill has a spiral of difficulty dependent on readability factors such as level of abstraction, familiarity of content, level of vocabulary, and sentence complexity and length.

From the point of view of instructional significance, the identifiable specific skills theory of comprehension seems to have greater order than the global theory. When choosing materials and methods of instruction, those aspousing the

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[1]Chall, Jeanne, Reading 1967-1977: A Decade of Change and Promise, (Bloomington, Indiana: Phi Delta Kappa Educational Foundation, 1977) p. 16-17

former theory will include samplings of passages that develop the student's ability to think at the literal, inferential, and critical levels of comprehension. Within each of these levels of comprehension are subskills such as detecting the sequence, recognizing cause-effect relationships, and evaluating what the author says. For one who does not recognize these specific skills, it seems that the scope and sequence of insturction would be a haphazard, nebulous proposition.

Jean Chall states that "a general concept of reading comprehension will lead to a more global approach to reading improvement, one that tries to develop reasoning ability by reading and other means."[2] However, developing reasoning ability is not the sole domain of those who adhere to the general theory of comprehension. In the specific theory, it is held that making inferences and evaluations are dependent upon recognizing stated facts at the literal level, and that these facts are the basis for inferring from and judging the ideas of the author.

Nila Banton Smith states that:

> "One of our most urgent needs is to encourage students to <u>think</u> about the meanings that can be derived from their reading, rather than reciting parrotlike what the text has said. First let us consider the need for recognizing the different categories of meaning-getting processes in reading. To do this we must break down the big blanket term 'comprehension.' This word entered our reading vocabulary back in the early twenties....and we have used it indiscriminately ever since, and in the author's opinion this omnibus term has stood in the way of developing true depth in

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[2] <u>Ibid</u>.

reading. There are different kinds of comprehension which, in turn, call for the use of different mental processes. Depth in reading cannot be developed by teaching 'comprehension' as a lump sum."[3]

Choosing reading material for instruction involves a variety of decisions, choosing in light of:

1. student interest
2. student ability, determined by formal and informal diagnosis
3. student span of information
4. student attention span

Content or Process

Herber states that "a reading teacher's curriculum is a set of skills....He is not primarily concerned about the content of this material as long as it is interesting and informative....He is not teaching content; he is developing an understanding of the processes being applied to these materials."[4]

However, the high school reading teacher should develop content knowledge as well as the processes for obtaining it. This is necessary for several reasongs. First, the high school student with a reading disability has usually experienced little success in the content areas, is seriously lacking a

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[3]Smith, Nila Banton, Be a Better Reader A, (Englewood Cliffs, NJ: Prentice-Hall, 1968) p. T7

[4]Herber, Harold L., Teaching Reading in the Content Areas, (Englewood Cliffs, NJ: Prentice-Hall, 1978) p.7

fund of general information, and bears a dislike for such subjects. The reading teacher has the unique opportunity of presenting content knowledge in manageable portions so as to supply the student with at least minimal knowledge. It is hoped that a sense of curiosity and thirst for knowledge and widened interest span will be reawakened in students. Second, an increased public interest in the need for functional literacy compels the reading specialist to teach consumer survival skills and information.

Vocabulary Development

Herber outlines the preliminary steps to be followed in introducing a reading assignemnt:

1. Before assigning the student any reading in the information source, the teacher will have established the overall concept to be learned.
2. The teacher will have reviewed previously covered material so as to set a context and purpose for study of new material.
3. The teacher will have worked with vocabulary the student will need to know.[5]

For the studetn, this simple technique eliminates interruption of thought patterns during silent reading caused by deficiencies in word meaning and word recognition. Many published materials use this pattern in the introduction of each lesson. When not provided, the teacher should

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[5] Ibid. p. 38

preview the material and select the vocabulary essential to its understanding that she predicts the student does not already know.

Divergent Thinking

Jerome Bruner laments the death of creativity and curiosity in students and suggests that teachers themselves are the cause. Perhaps it is a vicious circle, for teachers themselves were once students. Disabled readers are quick to voice displeasure when they are required to answer thought-provoking questions, yet to neglect this area is to hasten the death of their thinking ability.

Stauffer[6] suggests the Directed Reading-Thinking Activity (DRTA) and Morgan and Culver comment on it: "The DRTA is an excellent strategy for teaching group decision making through the outcome of a story. The group DRTA enables students to believe in themselves by feeling that what they have to say in the way of predictions has dignity and worth."[7]

Roe, Stoodt, and Burns see creative reading as a "deliberate effort to go beyond the information read to find new ways of viewing ideas, incidents, or characters that may stimulate novel thinking and production."[8]

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[6]Stauffer, R.G., Directing Reading Maturity as a Cognitive Process, (New York: Harper & Row, 1969)

[7]Culver, Victor, and Morgan, Raymond, "Locus of Control and Reading Achievement: Applications for the Classroom, Journal of Reading, February 1978, p. 403

Every lesson ought to contain some element of divergent thinking. Reading instruction must go beyond the "choose the correct option" stage. The student needs to be given the opportunity to learn inductively, make generalizations, use logical thinking and create new ideas based on what he has read. Besides this, he should be encouraged to express these ideas orally to the teacher and to his class. This is necessary to develop mature reading-thinking patterns and application valuable for a lifetime.

Osburn states: "Any activity performed on the information which increases the depth of processing will help improve memory of the material, its retreivability."[8]

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[8]Osburn, Bess, "So You Teach in a Content Area," Today's Education (Washington, D.C.,: National Education Association, Nov/Dec 1978) p. 38

COURSE OUTLINE
CLINICAL READING

I. Recognizing and Understanding Ideas
   A. Comprehension Skills

      1. Literal Comprehension

         a. Getting the Main Idea
         b. Recognizing Details
         c. Recognizing Sequence of Events
         d. Following Directions

      2. Interpretive or Implied Comprehension

         a. Recognizing Character, Setting, Conflict, Theme, and Plot
         b. Recognizing Relationships
            1) Cause and Effect
            2) Classification
            3) Analogy
            4) Time and Place
            5) Simple Listing
            6) Comparison-Contrast
         c. Predicting Outcomes
         d. Recognizing Tone
         e. Making Generalizations
         f. Making Inferences
         g. Recognizing the Author's Purpose
         h. Recognizing Imagery
         i. Recognizing Fact and Opinion

      3. Critical Level of Comprehension

         a. Appraising the Author
         b. Evaluating the Author's Ideas
         c. Recognizing Biased Statements
         d. Recognizing Propaganda Techniques
         e. Recognizing Figures of Speech
         f. Using Logic and Noting Inconsistencies
         g. Solving Problems

      4. Study Skills

         a. Locating Information
         b. Selecting and Evaluating Information
         c. Organizing and Summarizing
         d. Interpreting Maps, Graphs, etc.
         e. Using Parts of a Book
         f. Study Techniques
         g. Listening Skills

5. Consumer Survival Skills

6. Reading the Newspaper

7. Recreational Reading

B. Rate of Comprehension

1. Flexibility
2. Skimming
3. Scanning

II. Recognizing and Understanding Words

A. Vocabulary Development
1. Context Clues
2. Multiple Meanings
3. Synonyms and Antonyms
4. Shades of Meanings
5. Word Origins
6. Homonyms
7. Acronyms
8. Homographs
9. Frequently Confused Words
10. Jargon
11. Specialized Words
12. Idiomatic Expressions and Colloquialisms

B. Structural Analysis
1. Root Words
2. Inflectional Endings
3. Compound Words
4. Contractions
5. Prefixes
6. Suffixes
7. Syllables
8. Shortened and Blended Words

C. Phonic Analysis
1. Single Consonants
2. Blends
3. Vowels
4. Digraphs
5. Diphthongs
6. Accent
7. Word Families

D. Dictionary Skills
1. Locating Words
2. Using the Pronunciation Key
3. Finding the Proper Definition

4. Using the Parts of a Dictionary
5. Kinds of Information in a Dictionary

E. Oral Reading Skills
1. Phrasing and Punctuation
2. Fluency
3. Pronunciation and Enunciation
4. Rate and Expression

LITERAL COMPREHENSION

MAIN IDEA
DETAILS
SEQUENCE OF EVENTS
FOLLOWING DIRECTIONS

Given a sentence containing clue words that signal additional information, the student will read the sentence, identify the signal word, and explain how the second thought in each sentence adds to the effect of the first.

Skills in Reading 1, p. 176

Given a sentence, the student will tell which question (who? what? why?...) the indicated word or phrase answers.

Understanding Word Groups, Supportive Reading Skills

Given a set of sentences of increasing length, the student will identify the core parts--subject, verb, and object.

Tactics I p. 67,68
Skills in Reading 2 p. 36-47
Skills in Reading 1 p. 34-41

Given a list of sentences containing compound sentence parts, the student will identify the compound subjects, verbs, and objects.

Skills in Reading 2 p. 50, 51

Given a list of sentences, the student will identify the connective and restate in his own words the meaning of the sentence.

Skills in Reading 2 p. 52,53

Given a set of sentences, the student will identify the referents in the sentences.

Word Groups, Supportive Reading Skills
Tactics I p. 69, 70
Perspectives p. 527 (Galaxy Series)
Basic Reading Skills p. 96-98

Given a complex sentence and a set of option sentences, the student will choose the sentence that expresses the same idea as the first sentence.

Skills in Reading 1 p. 171-3

Given a sentence containing a double negative, and a possible restatement of the sentence, the student will indicate whether the restatement means the same as the sentence.

Skills in Readihg 2 p. 48, 49

Given a sentence and a question with the pattern: "Does this sentence mean..." the student will indicate with a yes or no that the sentence does or does not mean a certain thing.

Basic Reading Skills p. 64

Given a sentence, a set of questions at the literal level, and a set of possible answers, the student will sellect words to answer each question.

Basic Reading Skills p. 65, 67

Given a sentence in which the parts are in unusual order, and a question which guides the student to its main thought, the student will read the sentence and answer the questions.

Perspectives p. 525

Given a sentence in which the main thought is interrupted by another thought and a question directing the student to the main thought, the student will read the sentence and answer the questions.

Perspectives p. 525-6 (Galaxy Series)

Given an elliptical sentence and a question guiding the student to its meaning, the student will read the sentence and answer the question.

Perspectives p. 526 (Galaxy series)

Given a complex sentence in which connectives help organize meaning, and a question which assists in deciphering the main thought, the student will read the sentence and answer the questions.

Perspectives p. 526 (Galaxy series)

Given a lengthy sentence having a long series of parallel parts, clues to unravelling meaning, and a question, the student will read the sentence and use the clues to answer the question.

Perspectives p. 526-7 (Galaxy series)

Given a set of detailed pictures and a question designed to develop the student's ability to get information from pictures, the student will study the pictures and answer the questions.

Be a Better Reader A p. 98, 99

Given a cartoon and a list of titles, the student will choose the title which best expresses the cartoon's central idea. Then, given a list of details about the cartoon, the student will tell which could be omitted without changing the central idea.

Tactics B p. 141-2

Given the key sentence of a paragraph, the student will tell if the rest of the paragraph will:
1. List details and give examples
2. Give events in a time order
3. Describe a process
4. Make a Comparison

Skills in Reading 1 p. 193-202

Given a set of related pictures and a list of topics, the student will identify which best expresses the central idea of the pictures.

Tactics I p. 86

Given a set of unrelated paragraphs, some of which are missing topic sentences, the student will indicate which ones do not have topic sentences.

Skills in Reading Book 1, p. 4

Given a paragraph, the student will identify its topic sentence and where it is located.

Advanced Skills in Reading 2 p. 12-16, 26-30, 32-35
Be a Better Reader B p. 54-55
C p. 24, 56,57
E p. 21, 51
F p. 18
G p. 39-52

Given a paragraph and a set of options, the student will choose the option that expresses the main idea of the paragraph.

Barnell Loft, Getting The Main Idea
Be a Better Reader A p. 21, 22, 40-44
B p. 22
C p. 23, 54-55
D p. 67
Advanced Skills in Reading 2 p. 9-11, 17-20, 210-213
Tactics I p. 84, 88, 91, 92
A p. 161
Basic Skills in Reading p. 75, 76, 79

Given a set of paragraphs and a set of central ideas, the student will match them and underline the sentences in each paragraph that express the main idea.

Tactics A p. 167-8, 182-4
Advanced Skills in Reading 2 p. 9-11

Given a paragraph which does not directly state the main idea, and a list of central ideas, the student will choose which is the best expression of the main idea.

Tactics A p. 5, 6

Given a paragraph and a list of main ideas, the student will choose the main idea and tell why the other options are incorrect.

Skills in Reading 1 p. 20-30

Given a paragraph, the student will tell its main idea.

Be a Better Reader A p. 48
F p. 90
News For You

Given a paragraph whose main idea is not explicitely stated, the student will derive the main idea and write it in his own words.

Given a topic sentence, the student will tell what he would expect to read in the paragraph that contains the topic sentence.

Given a paragraph and a set of questions and options which focus on the main idea by requiring the student to choose the main idea, how it is built, what a good title would be, and what "shape" the paragraph takes, the student will read and answer the questions.

Understanding the Main Idea, Jamestown

Given a set of paragraphs, some of which are missing an opening sentence, the student will indicate which paragraphs are missing this sentence and supply in his own words the opening sentence.

Given a set of paragraphs, some of which are missing a closing sentence, the student will identify which paragraphs are incomplete and supply in his own words the closing sentence.

Given a set of paragraphs, some of which are missing an opening or a closing sentence, the student will identify which paragraphs are incomplete and state in his own words what the incomplete paragraphs lack.

Given a titled paragraph, the student will read the paragraph, identify the topic sentence and tell if the title is suitable for the paragraph.

Skills in Reading 1, p. 3-9

Given a list of titles and a paragraph, the student will select the one title which is most appropriate.

Reading Skills 1 p. 6
Advanced Skills in Reading 2 p. 17-20
Skills in Reading 1 p. 12, 13

Given a list of headlines and a newspaper, the student will tell which headline best titles the articles.

Skills in Reading 1 p. 9-11

Given a paragraph, the student will title it.

Be a Better Reader D p. 68

Given a paragraph in which the topic sentence contains two ideas, the student will state the two ideas and tell which is the main idea of the paragraph.

Skills in Reading 2 p. 22

Given the key sentence of a paragraph, the student will shorten it to a key phrase telling what the paragraph is about.

Skills in Reading 1 p. 23-6

Given a paragraph, the student will find the sentence that expresses the main idea, eliminate the details from that sentence and write the essential thought that remains.

Be a Better Reader F p. 47

Given a paragraph, the student will indicate if the paragraph design is one of
1. examples
2. sequence
3. explanation
4. comparison,

and name clues that helped him decide.

Advanced Skills 1 p. 237-241, 244

Given a topic and a list of supporting details, the student will read and recite from memory the details and their topic.

Skills in Reading 1, p. 30-32

Given a set of paragraphs and a set of pictures that are the opposite of what is explained, the student will match the paragraph to its contrasting photo.

Basic Reading Skills p. 70

Given a set of paragraphs in an article and a set of questions designed to help the student see how the paragraphs are related logically to each other, the student will answer the questions and generalize that paragraphs signal changes in idea, action, speaker, time, and place.

Tactics A p. 172-181

Given a narrative that is missing a sentence from each paragraph, and a list of sentences, the student will complete the narrative with provided choices.

3^1 p. 15, 16 (Reading Thinking Skills)

Given an article, and a list of topics, the student will choose the topic of the article.

Jamestown Essential Skills ES 1-20, ? #1

Given an article, a list of topics, and a list of central ideas, the student will choose the topic and central idea of the article.

Tactics A p. 164-5

Given an article and a set of questions helping the student to formulate the topic and central idea of paragraphs from the article, the student will read the article and answer the questions.

Tactics A p. 85-6
Perspectives p. 554-561

Given a set of related paragraphs, and a list of statements, the student will indicate which statements best indicate the central idea of the set of paragraphs.

Tactics I p. 87, 91, 92
B p. 144-147
Jamestown Essential Skills, ES 1-20, ?# 2

Given a set of related paragraphs, each of which have a missing topic sentence indicated by a blank line, the student will indicate which sentence best completes each paragraph.

Tactics I p. 89

Given a set of related paragraphs, the student will tell the position of the main idea.

Advanced Skills in Reading 2 p. 21-24
Basic Reading Skills p. 24

Given a set of related paragraphs, and the topic of each, the student will express in his own words the central idea of each paragraph and state the central idea of the entire set of paragraphs.

Tactics I p. 93-4

Given a didactic article in which each paragraph is missing a topic sentence, the student will read each paragraph and supply its topic sentence.

Be a Better Reader D p. 166-9

Given a story and a list of statements, the student will tell if each statement contains ideas that are or aren't found in the story.

3^1 p. 17, 18 3^2 p. 16 (Reading Thinking Skills)
2800 p. 43-44
Skills in Reading 1 p. 106-110

Given an article, the student will list the topic and supporting details of each paragraph.

Skills in Reading 1 p. 26-30

Given a group of related paragraphs, the student will read the paragraphs and tell the main thought, where it is in the paragraph, and state supporting details without referring back to the article.

Skills in Reading 1 p. 15-20

Given a short story and a set of questions designed to check comprehension of the central idea of the story, the student will read the story and answer the questions.

Tactics B p. 164-8

Given a cartoon and a list of phrases, the student will tell which of the details are important in understanding the joke.

Tactics A p. 161-2

Given a set of paragraphs, their main idea, and a list of important and unimportant details, the student will identify those details essential to the meaning of the paragraphs.

Tactics I p. 90

Given a paragraph containing one irrelevant detail, the student will identify the detail that is irrelevant.

Skills in Reading 2 p. 227-8

Given a short passage and a set of questions designed to help the student develop the ability to get the main idea and see how details support the main idea, the student will read the passage and answer the questions.

Retaining Concepts and Organizing Facts, Jamestown, Pub.

Given an article about a superstar of "rock" or of "soul," and a set of questions and options on the literal level aimed at developing the student's ability to recall details, the student will read the article and choose the options to answer the questions.

Superstars of Rock
Superstars of Soul

Given a short story or article and a list of fact questions, the student will read the story and answer the questions.

Be a Better Reader A p. 5-9, 11-13, 29-32, 56-61, 84-87, 90-94, 107-111, 138-42, 154-8
B p. 4-10, 13-17, 31-5, 62-3, 84-9 110-114, 137-141
C p. 2-8, 36-40, 69-72, 91-6, 98-101, 123-7, 132-5, 153-8
D p. 2-6, 28-31, 54-6, 75-8, 94-102, 140-42, 144-7, 186-9
E p. 4-7, 36-9, 58-60, 82-4, 104-7 126-130, 150-3, 170-3, 190-2

F p. 4-7, 8-11, 13-15, 32-4, 37-8
54-6, 76-8, 96-9, 116-119,
138-14-, 162-5, 188-191
G p. 3-6, 8-11, 20-26, 75-76

Given a paragraph and a list of details contained in it, the student will read the paragraph and details and tell which details support the central idea.

Perspectives p. 551-553 (Galaxy series)

Given a paragraph, the student will answer questions designed to draw his attention to how details support the main idea.

Skills in Reading 2 p. 127-8, 137-8
Basic Reading Skills p. 71

Given a paragraph & its main idea, the student will list details that support the main idea.

Skills in Reading 2 p. 8-12, 21, 129-133
Critical Thinking, p. 25
Advanced Skills in Reading p. 8-11, 22, 130-33

Given a list of sentences, the student will indicate which might be used as topic sentences and which might be used as details.

Skills in Reading 2 p. 31

Given an article, an incomplete sentence, and a list of details, the student will choose the detail that is true according to the article.

Jamestown Essential Skills, ES 1-20, ? # 3

Given a set of paragraphs, the student will indicate words that signal important details in the following categories:

1. another fact (and, also, finally)
2. another time (meanwhile, afterwards)
3. a specific instance (for instance)
4. a conclusion (for this reason, thus)

Advanced Skills in Reading 2 p. 134-7
Skills in Reading 2 p. 133-7

Given an arithmetic word problem, the student will answer questions designed to show the importance of careful attention to details in the problem.

Skills in Reading 2 p. 138-140

Given a description of a thing a shopper wants to buy, the student will indicate what detail in the description is most important to the shopper.

Skills in Reading 2 p. 141
Advanced Skills in Reading p. 141-2

Given a paragraph, the student will list the main details and subdetails. The number of details and subdetails is supplied for the student.

Skills in Reading 2 p. 222-4

Given a five-paragraph article, the student will list the major topics, major details and subdetails.

Skills in Reading 2 p. 225-6

Given a topic sentence, the student will write the rest of the paragraph, supplying supporting details.

Skills in Reading 2 p. 142

Given a set of sentences, each of which contains a word that does not fit in the sentence, and a word list, the student will tell which word is irrelevant and replace it with a word from the list.

3^1 p. 14 (Reading Thinking Skills)

Given a story and a set of related pictures, the student will read the story, then arrange the pictures in proper order.

Tactics A p. 124
I p. 57, 65-66
Basic Reading Skills p. 86

Given a set of scrambled pictures, the student will arrange them in logical sequence and make up a sentence to describe each picture, using time words such as first, then, etc.

Tactics A p. 116-8
B p. 102

Given a list of things one can learn, the student will tell which of the things can best be learned in time order.

Tactics A p. 124

Given a paragraph containing a logical sequence of events, the student will indicate the signal words that show time order.

Tactics I p. 60
Advanced Skills in Reading 2 p. 235

Given a sentence containing two or more events, the student will indicate whether the events happen at the same time or at different times, and if so, in which order they occurred.

Tactics I p. 73-4
Basic Reading Skills p. 66

Given 2 paragraphs, the student will tell which is written in time order.

Tactics B, p. 102

Given a short passage which contains 2 events, the student will tell which event happened first, and pointout the signal words which indicate time order.

Skills in Reading I p. 178-9

Given a paragraph and a list of events, the student will arrange the events in the order they occur in the story.

Skills in Reading 1 p. 179-80

Given a set of sentences that could form a logical sequence and a heading, the student will arrange the sentences in proper order.

3^1 p. 19, 20 (Reading Thinking Skills)
Basic Reading Skills p. 87
Tactics A p. 118
B p. 103

Given instruction on following events in order in an article, and an article, and questions designed to develop the student's ability to recall sequence, the student will read the article and answer the questions.

Be a Better Reader A p. 34-9
B p. 4-11
D p. 2-7, 80-83, 104-111
F p. 19-21

Given a description of what the plot of a story is, a short story, and a list of events, the student will read the storyand arrange the events into those that happen at the beginning, middle, or end of the story.

Be a Better Reader A p. 5-9
E p. 58-61
F p. 4-7

Given a story and a list of its events, the student will tell which events happened before, and which happened after a certain time.

4^1 p. 18 (Reading Thinking Skills)
Be a Better Reader G p. 173-6

Given a story containing a flashback and a set of questions designed to develop the student's ability to identify the flashback, the student will read the story and answer the questions.

Be a Better Reader D p. 99-103

Given an example of how the author may change the usual chronological events in his article, and such an article, the student will write the events in their correct order.

Skills in Reading 1 p. 116-120

Given a short autobiography with irregular sequences, and a set of events mentioned in the autobiography, the student will indicate if the event happened in the present, recent past, or the distant past.

Tactics I p. 61-2

Given a short story containing an unusual sequence of events and a set of statements of events, the student will arrange the events in chronological order.

Tactics I p. 63-4
A p. 130-4

Given a description of a process and a set of related sentences in jumbled order, the student will put the in proper order.

Tactics I p. 58
Basic Reading Skills p. 88

Given an article which describes a process, the student will list the steps in that process.

Be a Better Reader F p. 194-7
G p. 198-202

Given an article and a list of events, the student will read the article and arrange from memory the events in the order that corresponds to that of the article.

Skills in Reading 1 p. 112
Be a Better Reader C p. 2-9, 11-14

Given a lengthy article and a partial list of sequential events from the article, the student will complete the list without referring back to the article.

Skills in Reading p. 114-115

Given a group of paragraphs in random order, the student will arrange them in logical order. Then, given explanatory phrases, the student will match them to the paragraph which they explain.

3^1 p. 19, 20	5^2 p, 22,23, 24	6^1 p. 20, 21
3^2 p. 16, 17	5^1 p. 22-24	6^2 p. 20, 21
4^1 p. 16,17	(Reading Thinking Skills)	

Sequence

Reading 2500...entire book.

Given a set of directions and a description of a person who has followed parts of them correctly or incorrectly, the student will indicate which parts were followed correctly.

Following Directions, Specific Skills Series

Given a detailed set of directions, the student will follow the directions.

2800 p. 32-33

Given a connect-the-dot puzzle not solved in the usual manner, and a set of directions, the student will connect the dots in the manner explained.

Basic Reading Skills p. 131

Given a set of blank forms, including an application for work, a description from which the form will be filled out by the student, and a set of questions about what information is required on the forms, the student will answer the questions and fill out the application blanks.

Basic Reading Skills p. 132-3

Given a detailed list of directions, the instruction to read them for memory, and why each step must by performed in the order listed, and a set of questions on this, the student will read the directions and answer the questions.

Skills in Reading 1 p. 128-130

Given instruction on methods to use in reading directions, a lengthy set of directions, and a partial list of those directions, the student will complete the list without reference to the article.

Skills in Reading 1 p. 121-8

Given instruction on how to read directions for doing an exercise, and a detailed set of exercise directions, the student will follow the directions and check work by referring to the questions about specific parts of the directions.

Skills in Reading 1 p. 131-2

Given a set of directions that, if followed correctly, spell a message, the student will follow the directions.

Be a Better Reader A p. 23-4, 49
Basic Reading Skills p. 131

INTERPRETIVE COMPREHENSION

FACT/OPINION
CHARACTERIZATION, SETTING, CONFLICT, THEME, PLOT
RELATIONSHIPS:
- CAUSE AND EFFECT
- CLASSIFICATION
- ANALOGY
- TIME AND PLACE
- COMPARISON AND CONTRAST
- SIMPLE LISTING

PREDICTING OUTCOMES
TONE
GENERALIZING
IMAGERY
AUTHOR'S PURPOSE
INFERENCES

Given a set of cartoons depicting people making statements, the student will indicate which he would accept as statements of fact, and generalize that in order to be a fact, one must be able to prove it to be true or false.

Tactics B p. 134

Given a list of sentences expressing opinions, the student will indicate the words which signal a statement of opinion. (I believe, it was claimed, we feel sure)

Advanced Skills in Reading 2 p. 262

Given a list of statements, the student will indicate which are facts and which are opinions and how he arrived at his answer.

Advanced Skills in Reading 2 p. 262, 264
Critical Reading, Zerox, p. 20
Tactics B p. 135-6
3^1 p. 7 4^1 p. 8 (Reading Thinking Skills)
Be a Better Reader A p. 125
B p. 132-4
C p. 104

Given several statements of opinion, the student will check those that have value and generalize that for an opinion to be valid, there should be facts to support it.

Tactics B p. 137-8

Given the beginning of a factual statement, and two endings, the student will select the ending that is free of opinion.

Basic Reading Skills p. 107

Given a paragraph, the student will tell if each sentence in the paragraph is fact or opinion.

2800 p. 45-47
Critical Thinking, Xerox p. 21
How to Study p. 39
Be a Better Reader F p. 69
E p. 89

Given statements of advertisement and defined terms, the student will tell if the statements are fact or opinion.

Real Life Reading Skills p. 124-5

Given an article and a set of statements based on it, the student will identify each as a fact or an opinion.

Basic Reading Skills p. 108-9
Tactics B p. 139-140

Given several selections presenting the same body of factual material, the student will identify the paragraph among them which is most specific in presenting facts.

Critical Thinking, Xerox p. 23,24

Given two factual selections, one of which contains some unsubstantiated material, the student will identify which statements are unverified.

Given a highly opinionated reading passage, the student will identify the author's viewpoint on the subject.

Given a list of authorities, the student will indicate which could give the most authorative opinion.

Advanced Skills in Reading 2p. 259-260

Given a paragraph describing two person's methods of arriving at an opinion, the student will indicate which person proceeded in the most logical manner.

Skills in Reading 2 p. 260-262
Advanced Skills in Reading 2 p. 261

Given a short article and questions designed to develop the student's ability to destinguish fact from opinion, the student will read the article and answer the questions.

Be a Better Reader C p. 146
D p. 19, 43
E p. 22,23
F p. 59
G p. 108-9

Given instruction on the importance of the setting in a piece of literature, and questions about the setting, the student will read the story and answer the questions.

Be a Better Reader A p. 56-61
E p. 104-7
F p. 54-7
G p. 137-141

Given instruction on how the setting contributes to the story, a story, and questions about the setting, the student will read the story and answer the questions.

Be a Better Reader C p. 36-41
D p. 75-79, 122-5

Given instruction on the importance of recognizing character and setting in a play, and questions focusing on this skill, the student will read a play and answer the questions.

Be a Better Reader B p. 31-5, 62-3, 110-115

Given a paragraph describing activity that occurs in a certain place, the student will name that place and activity.

Basic Reading Skills p. 83, 114

Given instruction on the importance of the main character and his problem, a short story, and questions about the main character and how he solves his problem, the student will read the story and answer the questions.

Be a Better Reader A p. 29-33
E p. 149-53, 190-3
G p. 131-5

Given instruction on analyzing the main character, a story and questions designed to develop the student's ability to analyze character, the student will read the story and answer the questions.

Be a Better Reader C p. 17-19
D p. 28-31
E p. 2-7
F p. 31-5

Given an incomplete sentence and a set of words describing actions or feelings, the student will select the word which best completes the sentence.

4^2 p. 8,9 (Reading Thinking Skills)

Given a cartoon drawing of footprints and a caption, the student will identify the character and the setting of the cartoon.

Perspectives p. 563 (Galaxy Series)

Given a set of paragraphs, each of which describe a different person, and each accompanied by 3 adjectives, the student will choose the adjective that best characterizes the person.

Basic Reading Skills p. 73, 112

Given a short story, the student will identify the main character, his conflict, and answer questions designed to develop his ability to analyze a character.

Be a Better Reader A p. 134-7
B p. 84, 153-7, 162-5

Given instruction on how to recognize the conflict in a piece of literature, a short story, and questions about the conflict, the student will read the story and answer the questions.

Be a Better Reader C p. 69-73
D p. 54-7, 140-3

Given instruction on types of conflicts encountered by the main character in a piece of literature, and a short story, the student will tell what kind of conflict was found in the story.

Be a Better Reader A p. 83
F p. 76-9
G p. 136

Given a story and 2 columns, one of which names the elements of the story and the other, description of the elements, the student will match the elements to their descriptions from the story. (Character, plot, setting, theme, characters)

Be a Better Reader C p. 122-7

Given instruction on recognizing the theme of a short story and a set of options, the student will read a short story and select the option which best expresses the theme.

Be a Better Reader D p. 162-5
E p. 170-3

CAUSE/EFFECT

Given a set of pictures expressing cause-effect relationships, the student will label which is the cause and which is the effect.

Given pictures of an incident and a sentence describing it, the student will list the cause and effect of the incident.

Tactics A p. 119

Given two phrases, the student will indicate which caused the other.

Teacher-made cause-effect ditto

Given a group of sentences, each of which is the result of the preceeding sentence and the cause of the following sentence, the student will select two adjoining sentences and rewrite them to form one sentence.

Tactics A p. 134

Given a set of paragraphs, some of which express cause and effect relationships, the student will indicate which paragraphs contain cause and effect patterns.

Given a set of sentences, the student will point out the words which signal a cause/effect relationship such as "therefore,so..."

Tactics A p. 120

Given a set of sentences or a paragraph, the student will indicate if they show time order or cause-effect relationships.

Tactics A p. 121-3

Given two related sentences, the student will tell which is the cause and which is the effect.

Skills in Reading 1 p. 184-5

Given a set of incomplete sentences, and the words "since, when, in order to, because, consequently, so that, and therefore," the student will complete the sentences to show a cause-effect relationship.

Skills in Reading p. 186-187

Given an incomplete sentence that is missing a "so" clause, and a list of effects, the student will complete the sentence with a logical "so" clause.

3^1 p. 9 (Reading Thinking Skills)

Given an article containing several cause-effect relationships, and a set of pairs of phrases related to the article, the student will tell which phrase is the cause and which is the effect.

Basic Reading Skills p. 93

Given an article, a list of causes, and a list of effects, the student will read the article and match causes and effects found in the article.

Skills in Reading 1 p. 190-1

Given detailed instruction on the cause-effect relationships, a list of facts that are jumbled so that the cause-effect chain is broken, the student will rearrange the facts so that this chain is evident.

How to Study p. 36-8

Given a paragraph discussing a forecast for the future, a question eliciting the cause of a future effect, and three causes, the student will select the cause to match the effect.

Basic Reading Skills p. 92

Given a short article and questions designed to develop the student's ability to see causal relationships, the student will read the article and answer the questions.

Skills in Reading 1 p. 188-9
Be a Better Reader A p. 88-9
B p. 116-119
C p. 42-7, 129-31, 160-4, 166-71
D p. 130-1, 84-6, 144-7
E p. 145, 90-93
F p. 8-11, 66-7, 120-3
G p. 177-9
Tactics A p. 131-2
B p. 104-7

Given a paragraph written in narrative style, the student will make up a chain of cause-effects based on the paragraph.

How to Study p. 83

Given a pair of items, one a general term and the other a specific term, the student will indicate which is the specific term.

Basic Reading Skills p. 81

Given a list of related items, the student will name a specific heading to classify the list.

Skills in Reading 1 p. 5
Tactics I p. 83, Ex 1 part A
A p. 159

Given a list of related items and their topics, the student will indicate the topic of each list.

Tactics I p. 83, Ex 1 part A
Basic Reading Skills p. 81

Given lists of related items, each of which contains one unrelated item, and a topic, the student will identify which item does not fit with the rest and which item is the topic.

Tactics I p. 83, Es 1 part B
A p. 160

Given a set of related items containing one or more unrelated item, the student will identify which item does not fit and give the topic in his own words.

Tactics A p. 160
I p. 83, Ex 2, part B
Basic Reading Skills p. 80

Given a series of related statements, the student will dubdivide them into two groups, each grouping based upon a common characteristic. The student will name the characteristic common to each grouping.

ANALOGY

Given an incomplete statement with the pattern: X is to X as O is to O, and three words, the student will select the word which best completes the analogy.

Basic Reading Skills p. 90
Analogies, Supportive Reading Skills

Given an incomplete analogy and a set of options, the student will choose the option which best completes the analogy and identify the type of analogy: action, age, antonym, character, class, classification, degree, derivation, function, geographic, group, homonyms....

Recognizing Word Relationships, Supportive Reading Skillls

Given an incomplete analogy and a list of words, the student will complete the analogy and indicate which relationship is expressed.

3^1 p. 12, 13 (Reading Thinking Skills)

Given two narratives describing separate topics that contain analogous relationships and a set of statements, the student will tell if each statement applies to the first topic, the second, or to both.

Basic Reading Skills, p. 89

Given an incomplete analogy and a list of options, the student will choose the option which completes the analogy.

3^1 p. 12, 13 3^2 p. 6, 7 4^1 p. 5-7 4^2 p. 5-7
5^1 p. 10, 11 5^2 p. 10, 11 6^1 p. 10,11 6^2 p. 10, 11
(Reading Thinking Skills)

Given a set of paragraphs, the student will tell if each expresses:
1. time order
2. comparison-contrast
3. cause effect
4. simple listing

Perspectives p. 576-585 (Galaxy series)

TIME AND PLACE

Given a sentence spoken by a person in a certain place, the student will read the sentence and tell to which place the sentence refers.

Skills in Reading p. 181-3

Given a sentence describing something a person has seen, and a list of sentences, the student will tell which sentence describes what preceeded the seen event.

3^1 p. 21 (Reading Thinking Skills)

Given a paragraph and a list of times and places, the student will indicate of which time and place the paragraph is a description.

Tactics I p. 77
A p. 104-6

Given three sentences about one topic, the student will tell how they are alike and how they are different.

Advanced Skills in Reading 2 p. 17

Given three words with the same general meaning, the student will arrange them in order according to strength of meaning.

Reading Thinking Skills

Given two artists' renditions of a photo, the student will list similarities and differences between the renditions.

Tactics B p. 158

Given a comparison of two stories, the student will indicate words which signal comparison and contrast.

Given an article which compares two things in detail and a partially completed chart that outlines the comparisons, the student will read the article and complete the chart.

Be a Better Reader A p. 112-114
B p. 90-5
C p. 74-77
E p. 164-5, 174-9
F p. 80-83
G p. 167-172

Given paragraphs which contain two opposite ideas signaled by clue words and questions focusing on the opposite ideas, the student will read the paragraphs and answer the questions.

Skills in Reading 1 p. 174

Given two sentences, each the same except for one element that creates a different shade of meaning, the student will indicate which is the stronger in meaning.

Advanced Skills in Reading 2 p. 150+

Given a sentence containing an implied opposite thought the student will rewrite the sentence so that the opposite thought is clearly stated.

Skills in Reading p. 175-6

Given a paragraph of comparison-contrast, the student will identify:
1. the clue words that dignaled the paragraph design
2. the objects being compared, and
3. the similarities and differences.

Skills in Reading 2 p. 232, 236, 239, 243
Tactics B p. 108-110

SIMPLE LISTING

Given a set of cartoons, the student will tell if the relationship is time order, cause-effect, comparison-contrast, or simple listing.

Tactics B p. 101

Given a set of paragraphs with a simple listing relationship, the student will identify the general statements and supporting details.

Tactics B p. 111, 112

Given an unfinished story, the student will predict its outcome.

Tactics B p. 193-6

Given a story and a list of endings, the student will pick the ending which tells what would probably happen next.

3^1 p. 10, 11 (Reading Thinking Skills)

Given a set of paragraphs, each missing a last sentence, and a list of sentences, the student will choose the one which best completes each paragraph.

3^1 p. 10, 11 (Reading Thinking Skills)

Given a list of sentences with this pattern: This happened, so we...., the student will complete the sentence with a phrase that logically fits.

3^1 p. 9 (Reading Thinking Skills)

Given a short story that has been separated into short sections, and with questions designed to help the student develop the ability to question and predict outcomes, the student will read the story and answer the questions.

Skills in Reading p. 271+

Given the beginning of a story presenting an unusual problem the student will predict how the problem will be solved, then, given the completion of the story, and a set of questions focusing on conclusions made by the characters, the student will tell if the characters drew a conclusion or jumped to a conclusion.

Tactics B p. 123-7
A Dangerous Guy Indeed, Challenges, Houghton Mifflin Action Series

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Given a short passage and a set of words, the student will indicate which word is descriptive of the tone of the passage.

Critical Thinking p. 17, 13, 14

Given a short passage and a set of questions designed to develop the student's ability to recognize the tone of a passage and what creates that tone, the student will read the passage and answer the questions.

Recognizing Tone, Jamestown Essential Skills Series
Be a Better Reader G p. 151-4

Given an unfinished sentence beginning with "every, all, or no," and a list of words, the student will choose the words which complete the generalization.

3^1 p. 1, 2 3^2 p. 1 (Reading Thinking Skills)

Relationships....Review

Given paragraphs containing time order, simple listing, cause-effect, comparison-contrast, the student will tell which pattern is evident in each and list the clue words that signal the relationships.

Tactics B p. 113, 148-157

Given an article in which several relationships are evident, and a set of questions designed to alert the student to them, the student will read the article and answer the questions.

Tactics B p. 113-4

Given a set of paragraphs and the following words: fanciful, humorous, serious, the student will tell which word describes the tone of the article.

Basic Reading Skills p. 120

Given a set of sentences and a paragraph, the student will indicate which of the sentences from the paragraph are inferences.

Critical Thinking Zerox p. 34-5

Given an article which classifies a group of things, and questions focusing on this classification, the student will read the article and answer the questions.

Be a Better Reader B p. 42-4, 120-5
C p. 102-5, 148-151, 172-3
D p. 116-117, 36-39
E p. 67-9
F p. 40-43
G p. 193-5

Given an incomplete generalization beginning with "Every X is O..." and a word list, the student will complete the generalization with a word from the list.

3^1 p. 1 (Reading Thinking Skills)

Given a list of proverbs, the student will write the advice the proverb gives.

Be a Better Reader A p. 170
F p. 48

Given a factual selection which contains several over-generalizations, the student will identify the over-generalizations.

Right to Work pamphlet

Given an example of how to make a generalization after reading a paragraph, and a group of paragraphs, the student will make generalizations after reading each.

Be a Better Reader E p. 201

Given a list of objects gelonging to a single category, and a list of headings, the student will select a proper heading for the objects.

3^1 p. 2 (Reading Thinking Skills)

Given a set of pictures of people and their names, the student will give the names a heading, indicating what the people have in common and add a name to the list.

Tactics A p. 159-60

Given a paragraph and a set of generalizations, the student will state which generalizations can be made based on the paragraph.

Basic Reading Skills p. 136-7

Given a description of an object perceived by the sense of touch alone, and a list of objects, the student will indicate which of the objects is described.

Tactics I p. 51

Given a list of sounds and names of actions, people, and objects, thestudent will tell which sound identifies each.

6^1 p. 15 (Reading Thinking Skills)

Given a set of pictures and a description, the student will tell which picture is described.

Tactics B p. 90

Given a list of things, the student will tell if the objects can best be perceived by seeing, feeling, smelling, or hearing.

4^2 p. 10 3^1 p. 5, 6 3^2 p. 11 (Reading Thinking Skills)
Tactics I p. 52

Given a picture, a description, and questions and options designed to elicit the sensory image of touch, the student will refer to the pictures and the description to answer the questions.

Tactics B p. 86-7

Given the names of places, the student will check the ones which conjure up sensory images of smell.

Tactics B p. 88

Given a list of things that can be perceived by seeing, hearing, smelling and tasting, the student will add three more things to each category.

Tactics I p. 47
B p. 82

Given a short passage, the student will tell if it appeals to the sense of taste or the sense of smell.

Tactics B p. 89

Given a group of descriptive phrases and a list of things, one of which is the thing described, the student will indicate which thing is described.

Tactics I p. 48

Given a paragraph and a list of things sensed by hearing, seeing, smelling, tasting, or touching, the student will read the paragraph and tell which of the details would fit into the picture the author presents.

Perspectives p. 587-9 (Galaxy Series)

Given a list of words referring to sounds, the student will indicate those which represent onomatopoeia.

Tactics I p. 54

Given a descriptive paragraph, the student will pick out sentences which compare unfamiliar sounds to ones that are easily imagined.

Tactics I p. 53

Given a poem to be read aloud, the student will suggest sound effects that might accompany its reading.

Tactics B p. 85

Given an article containing much sense imagery, the student will indicate what kinds of sound and sight effects he would present to a movie audience were he the director.

Tactics I p. 55

Given a list of verbs, all indicating a way of walking, and a list of phrases describing a situation, the student will indicate which verb best describes each situation.

Tactics I p. 47

Given a list of verbs, all indicating a way of doing something, and a list of phrases describing people, the student will tell which verb best indicates an action likely to be performed by each person.

Tactics I p. 47

Given two things compared in an unusual way, the student will tell how the mental image was enhanced by the comparison.

Skills in Reading 2 p. 149

Given a picture, a description of it, and a set of questions designed to assist the student in forming sensory images, the student will refer to the pictures and the descriptions to answer the questions.

Tactics B p. 81

Given a picture, a description, and a set of questions designed to elicit sensory images, the student will read the description and answer the questions.

Tactics B p. 93-4

Given a description of a person and his actions, and a set of options, the student will check those phrases that assist in visualizing theperson.

Tactics B p. 91

Given a set of paragraphs containing words in italics that appeal to the emotions and ordinary words used in colorful ways, the student will indicate if the italicized word is 1. a word appealing to the emotions or 2. an ordinary word used in a colorful way.

Advanced Skills in Reading 2 p. 151-2

Given a description of a fantasy and a set of questions that helps the student visualize it, the student will read the passage and answer the questions.

Tactics B p. 95

Given a descriptive passage and a list of descriptive phrases, the student will indicate which of the phrases could have been added logically to the passage.

Tactics I p. 49, 50

Given a map,and a set of directions followed by a truck driver, and a set of directions telling the student to mark his path, the student will label the map according to the directions.

Tactics B p. 91

Given a description of a person's movements through a town, the student will draw a map of the town of the person's route.

6^1 p. 18, 19 6^2 p. 18, 19 5^2 p. 16
(Reading Thinking Skills)

Given the description of the setting and action of a play, the student will draw the stage setting.

5^1 p. 15, 16 5^2 p. 15 (Reading Thinking Skills)

AUTHOR'S PURPOSE

Given a statement and a list of people who could have made that statement, the student will indicate which person is most qualified to make such a statement.

Basic Reading Skills p. 121, 123

Given a paragraph describing the qualifications of a person, and a list of things people can do, the student will indicate which of the things the person is qualified to perform.

Basic Reading Skills p. 122, 123

Given a set of statements, the student will tell if the statement is favorable or unfavorable.

Be a Better Reader E p. 62-66

Given an article, the student will judge it critically based on the following criteria:

1. the main idea
2. the author's purpose
3. emotional appeal
4. clarity of the argument
5. the student's reaction to the article

Critical Thinking, Xerox p. 38-47

Given a set of paragraphs, the student will indicate:

1. what the author is trying to make the student do
2. what the author has to gain
3. will the student accept at face value what the author has to say?

Critical Thinking, Xerox p. 8, 9
Advanced Skills in Reading 2 p. 267-8

Given a paragraph and the following list, the student will select which is the author's purpose:

1. to inform
2. to entertain
3. to persuade
4. to share an experience

Basic Reading Skills p. 119, 123

Given a picture or an article designed to trick the student into jumping to a conclusion and a list of conclusions, the student will indicate if the conclusions can logically be drawn.

Tactics A p. 110 Critical Reading p. 3

Given a picture and a set of conclusions, none of which is supported completely by evidence in the picture, the student will state that there is insufficient evidence to support the conclusions. Thenc given several separate sets of information, the student will tell which set supports each conclusion.

Tactics B p. 119-20

Given a joke that is funny because of a deliberate omission, the student will identify the missing idea that makes the joke click.

Advanced Skills in Reading 2 p.160
Tactics A p. 95
I p. 75
Skills in Reading 1 p. 261-2

Given a set of sentences, the student will tell which emotion or intention to act can be inferred from the described action.

Advanced Skills in Reading 2 p. 154

Given descriptions of persons and actions, and a list of occupations, the student will tell which occupation matches each person's description.

Basic Reading Skills p. 113

Given an announcement and a description of several people and their needs, the student will tell which part of the announcement appeals to each person.

Basic Reading Skills p. 111

Given a picture or description of a person's actions, words, or appearance, the student will indicate what might by inferred about the person's character.

Advanced Skills in Reading 2 p. 156, 158, 159
Tactics A p. 96-100

Given a sentence that is spoken by a person, and a list of feelings, the student will indicate which feeling the speaker experienced as he said the sentence.

3^1 p. 8 3^2 p. 10

Given sentences describing a person's actions and a list of feelings, the student will tell how the person felt during the action.

3^2 p. 9

Given a group of statements, the student will tell if 1. a logical conclusion was drawn, or w. if no evidence supports the conclusion, or 3. if evidence was ignored.

Tactics B p. 122

Given a paragraph and a list of statements that are deliberately designed to make it easy for the student to jump to a conclusion about what the author has said, the student will indicate which statements are true, which are false, and which are neither T or F because of insufficient evidence.

Critical Thinking, Zerox p. 4, 5

Given a paragraph or an article, an incomplete statement, and a set of inferences, the student iwll choose the inference that contains a supporting element in the paragraph.

Barnell Loft, Drawing Conclusions
Essential Skills, Jamestown, ? 4

Given a short article and questions with options designed to develop the student's ability to make judgements, the student will read the article and choose the options which answer the questions.

Making a Judgement, Jamestown

Given a short passage and questions designed to develop the student's ability to draw inferences about characters, the student will read the passage and answer the questions.

Understanding Characters, Jamestown

Given a set of famous quotations and a set of paragraphs which describe in more length the meaning of the quotation, the student will match the quote with its explanation.

Basic Reading Skills p. 68

Given 3 sentences, one containing an idiomatic expression, and one of the other sentences meaning the same thing as the one with the expression, the student will identify which 2 sentences convey the same meaning.

Basic Reading Skills p. 69

Given 2 factual paragraphs which contain conclusions arrived at through specific facts, the student will identify the paragraph which contains inaccurate conclusions, and specify the inadequate or misinterpreted facts upon which the inaccurate conclusion was based.

Critical Thinking p. 32 Advanced Skills in Reading 2 p. 252-3
How to Develop your Thinking Ability (Teacher-adapted)

Given a set of paragraphs and a list of inferences, the student will indicate which inferences are logical ones that can be drawn from the paragraph.

Tactics I p. 78, 80-82
A p. 107-9
Advanced Skills in Reading 2 p. 247, 250-251

Given several introductory paragraphs to a narrative or expository article, the student will use clues from the paragraphs to predict what the article will be about.

Advanced Skills in Reading p. 156-7, 237-8

Given a narrative and a list of conclusions that can be drawn from it, the student will tell what clues the narrative contains to support each conclusion.

3[1] p. 22-24

Given a mystery, the student will make use of inferences to solve the case.

Tactics A p. 111, 112 Mini Mysteries from Scholastic Scope

Given a sentence from which further information can be inferred, the student will write that information.

How to Study p. 39

Given a short story and a set of questions designed to develop the student's ability to draw infreences based on clues, the student will read the story and answer the questions.

Perspectives p. 564-573
Be a Better Reader A p. 5-8, 29-33, 56-61, 73, 84-87, 90-95, 107-111, 138-143, 154-9
B p. 4-10, 31-5, 62-3, 84-9, 110-115, 137-141
C p. 2-9, 36-41, 51, 69-72, 91-96, 98-101, 123-7, 153-9
D p. 2-7, 28-31, 32-35, 40-42, 54-57, 75-9, 88-90
E p. 4-7, 36-9, 58-61, 82-5, 104-7, 126-131, 150-3, 170-3, 190-3
F p. 4-7, 54-57, 76-79, 96-99, 116-119, 138-141, 162-165, 188-91

Given 2 opposing articles on the same topic, the student will tell what conclusion the authors expect the reader to reach, and then tell why the 2nd conclusion is more reliable. (new information, change of date...)

Advanced Skills in Reading 2 p. 254-6, 258
How to Increase Your Thinking Ability

Given a paragraph or article and a set of questions designed to exercise the student's ability to make enferences, the student will read the paragraph and answer the questions.

How to Study p. 36-43 Skills in Reading 1 p. 256-60, 262-71
Making an Inference, Jamestown
Drawing a Conclusion, Jamestown
Making a Judgement, Jamestown

Given a statement and a list of people who could have made that statement, the student will indicate which person is most qualified to make such a statement.

Basic Reading Skills p. 121, 123

Given a paragraph describing the qualifications of a person, and a list of things people can do, the student will indicate which of the things the person is qualified to perform.

Basic Reading Skills p. 122, 23

Given a set of statements, the student will tell if the statement is favorable or unfavorable.

Be a Better Reader E p. 62-6

Given an article, the student will judge it critically based on the following criteria:
a. the main idea
b. the author's purpose
c. emotional appeal
d. clarity of the arguement
e. the student's reaction to the article

Critical Thinking, Zerox p. 38-47

Given a set of paragraphs, the student will indicate:
1. what the author is trying to make the student do
2. what the author has to gain
3. will the student accept at face value what the author has to say?

Critical Thinking, Zerox, p. 8,9
Advanced Skills in Reading 2 p. 267-8

Given a paragraph and the following list, the student will select which is the author's prupose:
a. to inform
b. to entertain
c. to persuade
d. to share an experience

Basic Reading Skills p. 119, 123

CRITICAL LEVEL OF COMPREHENSION

APPRAISE THE AUTHOR
MAKING EVALUATIONS
BIASED STATEMENTS
PROPAGANDA TECHNIQUES
FIGURES OF SPEECH
LOGIC
PROBLEM SOLVING

CRITICAL COMPREHENSION — APPRAISING THE AUTHOR

Given a list of persons and a question with this pattern: "Which person would you ask to assist you in making the decision to...," the student will choose a person and tell why he is qualified to assist him.

Basic Reading Skills p. 115

Given an article about the superstars of rock or of soul and a question designed to develop the student's ability to evaluate what was read, the student will write a paragraph to answer the question.

Superstars of Soul p. 11-15
Superstars of Rock p. 23-27, 17-22

Given an article, the student will list a fact and an opinion contained therein, tell the author's purpose, and support it with statements from the article.

5^1 p. 3

Given an article, the student will list a fact and an opinion contained therein, tell the author's purpose, and support it with statements from the article.

5^1 p. 3

Given a short passage containing information about how to make evaluations or how others have made evaluations, and a set of questions focusing on the skill of evaluating what is read, the student will read the passages and answer the questions.

Making a Judgement, Jamestown

Given a pair of words and phrases, the student will indicate which has favorable and which has an unfavorable connotation.

Critical Thinking, Xerox p. 12
Tactics B p. 159
I p. 76

Given 3 descriptions of a group of people, the student will indicate which statement is neutral and which is most favorable.

Critical Thinking p. 13
Advanced Skills in Reading 2 p. 264
Tactics B p. 160-3

Given descriptions of 2 people in respect to a 3rd person, and a list of speakers, the student will indicate which speaker is likely to make the description.

Tactics I p. 76

Given an article which is a spoof of TV stereotypes, and a list of characters and actions, the student will check those which are similarly stereotyped.

Tactics B p. 131-3

Given a person's title and a set of descriptive phrases, the student will identify the phrase that stereotypes each individual.

Tactics B p. 130

Given a passage that is clearly an attack on a subject, the student will write the words which are used to put the subject in a bad light.

Right to Work Pamphlet
KKK Publication
Political campaign statements

Given pictures of several people and a set of occupations, and a set of answers to a single question, the student will be forced to stereotype people by matching them with what they would say and do.

Tactics B p. 128-9

Given 2 articles on the same topic and both revealing flaws in thinking, the student will read both and tell which is more convincing and point out the flaws in each.

Perspectives p. 537-9

Given a set of sentences, the student will indicate the emotional words or phrases.

Critical Thinking, Zerox, p. 13, 14
Advanced Skills in Reading 2 p. 266,7

Given a description of the following propaganda techniques:
1. name calling
2. glad names
3. be like the stars

and a set of statements, the student will identify the propaganda techniques represented by each statement.

Be a Better Reader B p. 170-1

Given a description of the following persuasive techniques:
1. name calling
2. glittering generalities
3. testimonial
4. transfer
5. plain folks
6. card stacking

and sentences and paragraphs, the student will tell which propaganda technique is represented by each paragraph.

Be a Better Reader F p. 110-11

Given a set of sentences, the student will indicate which sentence is a sample of the following language tricks.
1. ad hominem arguements
2. sweeping generalizations
3. half truths
4. fuzzy phrases

Critical Thinking, Zerox 27-31

Given instruction on the propaganda techniques of name calling, bandwagon, and testimonial, and a set of statements, the student will identify the propabanda technique represented by each.

Be a Better Reader p. 156

Given a list of words, the student will list those which are loaded words and tell what the loaded words mean

How to Study p. 13

Given instruction on recognizing charged words, a list of phrases or sentences, the student will identify which phrases or sentence contains charged words.

Be a Better Reader G p. 119-20

Given a passage, the student will identify the "purr" words and the "snarl" words contained therein.

How to Study p. 13

Given examples of connotative language and a list of purr words, the student will name the corresponding snarl words.

How to study p. 12, 13

Given examples of the weasel words "could, may, might, more than ever, twice as much, and up to as long as," and a set of sentences, the student will tell which weasel word is represented by each sentence.

Be a Better Reader F p. 112, 113

Given a description and examples of weasel words, and a set of sentences, the student will identify the weasel words in each sentence.

Be a Better Reader D p. 55
B p. 121-3

Given insturction on how the words "like, help, and can," are used in advertising, and a group of ads, the student will identify the propaganda word used in each.

Be a Better Reader C p. 26-7

Given instruction on the differences between fact, inference, personal opinion, and expert testimony, and a set of sentences, the student will tell which of the above terms are represented by the sentences.

Be a Better Reader G p. 104-9

Given an article, "Language Traps," and a set of questions on how language can work for or against people, the student will read the article and answer the questions.

Then, given a set of statements, the student will tell if each is a language trap or a straight statement.

Perspectives p. 531-4

Given a passage about a person that is written in a matter-of-fact manner, the student will rewrite it twice, once in a favorable, then in an unfavorable tone.

How to Study P. 13

Given a famous quote that uses several familiar words that usually have pleasant connotations, but that in the quote have unpleasnat ones, the student will explain why they now carry an unusual connotation.

How to Study p. 13

Given an explanation of the persuasive techniques frequintly used in ads:
1. fear
2. sex appeal
3. patriotism
4. favorable associations
5. testimonial
6. prestige identification
7. personification

and sentences that are ads, the student will identify the technique in each.

2800 p. 38-42

Given several advertisements and a set of questions designed to focus the student's attention on how much pertinent information is or is not in the ad, the student will evaluate the ads to answer the questions.

Basic Reading Skills p. 117

Given copies of ads, defined terms, and a list of questions aimed at selling techniques such as omitting important information and exaggerating, the student will evaluate the ads and answer the questions.

Real Life Reading Skills p. 108-111

Given instruction on recognizing hasty generalizations, and a set of statements, the student will tell if each is a sound or a hasty decision.

Be a Better Reader E p. 204

Propaganda J. Weston Walch, Publ, Portland, Main, 1971

Given a pamphlet on the Right to Work, the student will identify the emotional words and phrases contained therein.

Right to Work Pamphlet

Given a group of sentences, the student will tell if each is an example of literal or figurative language.

Perspectives p. 542-3

Given examples of figures of speech, the student will identify the things in a provided sentence which are being compared.

Perspectives p. 541-2
Be a Better Reader . G p. 147, 150

Given a set of sentences, the student will tell if each is an example of a simile or a metaphore.

Basic Reading Skills p. 105

Given a description of a simile
metaphor
personification
hyperbole,
and sentences from classic literature, the student will identify the figure of speech each represents.

How to Study p. 6, 7

Given a list of "like" or "as" phrases, the student will complete them from a list of phrases.

Tactics I p. 56

Given a simile, the student will tell 1. what is being compared, 2. how the comparison sharpens the description and 3. what sense is appealed to.

Advanced Skills in Reading 2 p. 147-9

Given a set of incomplete similies and a set of comparisons, the student will choose the comparison which best completes each simile.

Skills in Reading 1 p. 136-7

Given a sentence containing an incomplete simile and a set of phrases, the student will choose the phrase which completes the simile.

Basic Reading Skills p. 101

Given an incomplete simile and a set of phrases, the student will choose the phrase which logically completes the simile. Then given an incomplete simile, the student will complete it.

4^2 p. 11 5^1 p. 17, 18 5^2 p. 17 6^2 p. 15

Given sentences containing metaphores and a set of explanations, the student will choose the explanation which fits the metaphore.

Skills in Reading 1 p. 138-41

Given a sentence containing an implied metaphore, and a group of words, the student will select the word that is the thing to which the subject of the metaphore is compared.

Basic Reading Skills p. 102

Given an incomplete metaphore and a list of words, the student will choose the word which best completes the metaphore

5^1 p. 19 5^2 p. 18, 19 6^2 p. 16

Given an incomplete sentence in which an animal, idea, or object is treated as a person, and a list of expressions of personification, the student will choose the expression that best completes the sentence.

6^1 p. 16, 17

Given a sentence containing an example of personification, the student will underline the part of the sentence that is an example of personification and identify any other metaphores.

6^2 p. 17

Given examples of inconsistent figures of speech, a set of incomplete figures of speech and options, the student will choose the option which consistently completes each sentence.

Perspectives p. 546

Given an unfinished figure of speech and a set of options, the student will choose the one which best completes each sentence.

Perspectives. p. 545

Given examples of worn out figures of speech, the student will create new endings for them.

Perspectives. p. 544

Given a set of sentences, the student will identify which sentences are examples of irony.

Basic Reading Skills p. 104

Given a set of sentences with figures of speech and a list of definitions, the student will match each figure of speech with its definition.

Skills in Reading 1 p. 137

Given a narrative containing exaggerations to effect humor and a set of questions to focus the student's attention on these hyperboles, the student will answer the questions by rephrasing the hyperboles.

Basic Reading Skills p. 103

Given a sentence containing an exaggeration, the student will tell what the sentence really means.

Skills in Reading 1 p. 142

Given instruction on recognizing sarcasm, and a paragraph, the student will tell if it contains sarcasm and if so, what the speaker really means.

Skills in Reading 1 p. 143-6

Given a selection from " A Tale of Two Cities" which is based on a single long figure of speech, and questions focusing on the figure of speech, the student will read the selection & answer the questions

Perspectives p. 546-7

Given a poem containing an extended figure of speech and questions focusing on the comparisons, the student will read thepoem and answer the questions.

Perspectives p. 548-9
Be a Better Reader G p. 149

Given an article containing a figure of speech and options that could explain it, the student will choose the option which explains the figure of speech

Jamestown Essential Skills ? 5

Given a story with missing phrases and a set of phrases the student will insert phrases where they fit logically into the story.

3^1 p. 15, 16 3^2 p. 14, 15 4^1 p. 14, 15

4^2 p. 14, 15 5^1 p. 12

Given a poem containing an extended figure of speech and questions focusing on the comparisons, the student will read the poem and answer the questions.

Perspectives p. 548-9
Be a Better Reader G p. 149

Given instruction on forming syllogisms and a set of partial syllogisms, the student will complete each syllogism.

Be a Better Reader F p. 148-9, 202-3

Given a story with some illogical sentences, the student will identify them and tell why they should be deleted.

5^2 p. 14

Given a sentence, paragraph, or story containing one word that does not fit, and a list of words, the student will choose the word which logically completes the sentence.

3^1 p. 13, 14 3^2 p. 12, 4^1 p. 12, 13

4^2 p. 12, 13 5^2 p. 12, 6^1 p. 12, 13 6^2 p. 12, 13

MAJOR CATEGORY | SUBHEADING | 103

CRITICAL COMPREHENSION | LOGIC

Given a story that is missing words throughout, and a list of words, the student will fill in the blanks with words which fit logically.

3^2 p. 21 5^1 p. 5 5^2 p. 1, 5

Given a story and a set of true or false statements, the student will find proof in the story that the statements are true or false.

3^1 p. 22-4 3^2 p. 22-4 4^1 p. 21-4 4^2 p. 19-24

5^1 p. 4-9 5^2 p. 3-9 6^1 p. 3-9 6^2 p. 3-9

Given an incomplete story and a set of sentences, the student will tell which of the sentences could not appear in the story and why, then he will tell where the remaining sentences would fit into the story.

3^2 p. 18-20 4^1 p. 18-20 4^2 p. 18, 19

Given an incident and a list of events, the student will tell which event probably preceeded each incident.

3^1 p. 21

Given a story containing paragraphs, each with a sentence that does not fit logically into the story, and a set of sentences, the student will replace the illogical sentences with logical ones.

5^1 p. 13, 14 5^2 p. 13, 14 6^1 p. 14 6^2 p. 14

Given instruction on recognizing the fallacies: Hasty generalization, stereotyping, either/or, mistaken causal relationship, and bandwagon, and a list of ads, the student will tell which propaganda technique is represented by each ad.

Be a Better Reader G p. 110-113

Given instruction on recognizing the persuasive language techniques: loud facts and omission of silent facts, and a column of loud facts and a column of silent facts, the student will match each loud fact to its corresponding silent fact.

Be a Better Reader G p. 116-118

Given instruction on recognizing fallacies, and a group of arguments, the student will tell if each argument is acceptable, and if not, what the fallacy is.

Be a Better Reader F p. 156

Given examples of the following faulty thinking patterns:
1. Begging the question
2. Jumping to conclusions
3. Bringing in irrelevant evidence
4. Generalizing from insufficient evidence
5. Reasoning from a false premise

and a set of statements, the student will tell which are based on logical thinking and tell of which faulty thinking patterns the other sentences are examples.

Perspectives p. 535-7

CRITICAL THINKING | PROBLEM SOLVING

Given the description of how a person solved a problem, the student will offer his own solution to the problem.

4^2 p. 19

Given a problem in planning and a set of possible steps in the solution of the problem, the student will tell which steps are relevant in solving the problem and which are irrelevant and why.

Basic Reading Skills p. 110

Given an article describing a multi-faceted problem and its solution, and a list of the problems, the student will list the solutions to the problems.

Be a Better Reader D p. 12-15

Given an article on how to solve personal problems, and a problem, the student will define the problem, list possible solutions, and decide which solution he would carry out.

Be a Better Reader F p. 142-3

VOCABULARY

CONTEXT CLUES
MULTIPLE MEANINGS
SYNONYMS AND ANTONYMS
SHADES OF MEANINGS
WORD ORIGINS
HOMONYMS
ACRONYMS
HOMOGRAPHS
FREQUENTLY CONFUSED WORDS
JARGON
SPECIALIZED WORDS
IDIOMATIC EXPRESSIONS

VOCABULARY WORD ORIGINS

Given a list of foreign word parts and their meaning and a list of English words containing the foreign word parts, the student will refer to the definitions to tell the meaning of the English words.

Skills in Reading 1 p. 87
Be a Better Reader F p. 200

Given an explanation of the meaning of a foreign root and a sentence containing a word with a foreign root and a question about the meaning of the sentence, the student will refer to the explanation to answer the question.

Skills in Reading 1 p. 90-91

Given a list of English words and their corresponding Greek and Latin forms and an incomplete sentence containing an underlined word form with Greek or Latin origin, the student will refer to the list to complete the sentence.

Basic Reading Skills p. 124

Given the definitions and origins of foreign words or phrases and the corresponding English words and definitions, the student will match the foreign to the English word.

Basic Reading Skills p. 125

MAJOR CATEGORY

VOCABULARY

SUBHEADING

Given a set of initials, or acronyms, their corresponding lengthened forms, and a question focusing attention on the interpretation of the meaning of the forms, the student will refer to the forms to answer the questions.

ACRONYMS

Basic Reading Skills p. 128
101 Ways to Learn Vocabulary

MAJOR CATEGORY

VOCABULARY

Given a sentence containing an italicized homograph and a set of definitional phrases, the student will match the definition to its homograph.

SUBHEADING Advanced Skills in Reading 2 p. 64

HOMOGRAPHS

Given a list of incomplete sentences and a list of homographs, the student will complete each sentence with the proper homograph.

Reading Homographs

3^1 p. 3, 4 3^2 p. 2, 3 4^1 p. 1, 2 4^2 p. 1, 2

Given an incomplete sentence with an underlined word and a set of options, the student will complete the sentence with the antonym of the underlined word.

Be a Better Reader C p. 178

Given a group of sentences, each containing the word "get," the student will replace it with a more suitable synonym, not repeating the replacement more than two times.

5^1 p. 2

Given a group of sentences, each containing the word "walked," and a list of synonyms, the student will indicate the synonym which fits each sentence.

5^1 p. 1

Given a group of sentences containing the word "make," the student will replace it with a more specific synonym.

5^2 p. 2

Given a group of sentences containing the word "said" and a list of synonyms for said, the student will replace "said" with the word w hich has the correct shade of meaning in each sentence.

4^2 p. 3

Given a sentence with underlined words, and a list of synonyms for each, the student will replace the underlined words with corresponding synonyms.

4^1 p. 3 3^2 p. 4

MAJOR CATEGORY

VOCABULARY

Given a crossword puzzle, and a list of homonyms, and a list of pairs of definitions that match the homonyms, the student will match the definition to the homonym and place it in the crossword puzzle.

SUBHEADING

Basic Reading Skills p. 63

HOMONYMS

Given an incomplete sentence, a pair of homonyms and their difinitions, the student will refer to the definition to choose the homonyms which best complete the sentences.

Skills in Reading 2 p. 58-9

Given an incomplete sentence and a pair of homonyms, the student will choose words which complete the sentence.

Skills in Reading 2 p. 58
Reading Homonyms, Supportive Reading Skills

MAJOR CATEGORY

VOCABULARY

Given a paragraph with unfamiliar italicized words, the student will use context clues to tell the meaning of the italicized words and tell the clues he used.

SUBHEADING How to Study p. 8, 9, 15
Skills in Reading p. 219

CONTEXT

Given a lengthy article that is subdivided into smaller sections, each of which contains italicized words and phrases, the student will read each section and give a general idea of the meanings of the italicized words.

Advanced Skills in Reading 2 p. 83-6

Given a sentence with an italicized word and an incomplete sentence focusing on the meaning of the italicized word, the student will write the definitional phrase corresponding to the italicized word.

Advanced Skills in Reading 2 p. 83-6

Given a question with an italicized word and lingthy context clues, the student will identify all clues which assist in the meaning of the italiciaed word.

Advanced Skills in Reading 2 p. 74-5

Given a paragraph containing an italicized word, and several people's explanations of the word, and what clues they used, the student will tell which explanation is most logical.

Tactics B p. 18, 19

Given an italicized word in a paragraph in which all sentences contribute to its meaning, but none states it directly, the student will tell how the sentences combine to define the word and then define the word.

Tactics B p. 16, 17

Given an article with an unfamiliar word and pictures, the student will use the context to tell which picture is the unfamiliar object described. Then the student will answer a set of questions designed to show how using the context reveals the meaning of the unknown word.

Tactics A p. 23, 24

Given a description of how to use the context to determine meaning, and a sentence with an unfamiliar word, the student will write the meaning of the word.

How To Study p. 8, 9

Given a sentence with an italicized unfamiliar word and a T or F statement of the sentence, the student will tell if the restatement is T or F.

Tactics B p. 14, 15

Given an article and a list of questions focusing on using context clues to decipher unfamiliar words in the article, the student will use context clues to answer the questions.

Tactics A p. 20, 21, 22, 24-6

Given a sentence with an italicized word and context clues of the antonym type, the student will identify the antonym clue.

Advanced Skills in Reading 2 p. 69

Given a sentence containing an italicized word, and context clues that are of the synonym or antonym type, then a list of definitions, the student will match the word with its defintion.

Tactics A p. 18, 19

Given a picture, an article, and a list of words contained in the article, and a set of definitions, the student will match the words to their definitions.

Tactics A p. 13, 17, 28
B p. 7-12, 22

Given a picture and a list of unfamiliar words naming objects in the picture, the student will tell which words could be understood by picture and word clues and which could not, then given written context for the words, the student will tell the meanings of the words.

Tactics A p. 12

Given an article on the superstars of rock or of soul in which unfamiliar boldface words are surrounded by context clues, and an exercise requiring the student to match the words to their meanings, the student will read the article and do the exercise.

Superstars of Rock and Soul

Given a sentence with an unfamiliar italicized word, the student will tell the pronunciation and the meaning of the italicized word and it meaning was derived by context, sound, structure, or the use of the dictionary.

Perspectives.

Given a sentence containing a familiar word used in an unfamiliar way, the student will tell the new meaning and name the clues that indicated that meaning.

Perspectives p. 514-515

Given a sentence from which a word has been omitted and a list of words that could complete the sentence, the student will indicate which word logically completes the sentence.

Basic Reading Skills p. 7, 8, 10

Given an article containing an unfamiliar word in context and a set of options, the student will choose the option which explains the unfamiliar word.

Jamestown Essential Skills ?.6

Given a sentence that contains one word that does not fit logically and a list of substitute words, the student will indicate the improper word and which word should replace it.

Basic Reading Skills p. 9

Given a paragraph which contains sufficient context clues to assist in deciphering meaning of an unknown word, and a list of definitions, the student will indicate which is the defintion of the unknown word.

Basic Reading Skills p. 22
Tactics A p. 10, 15, 16
I p. 16

Given a sentence containing an unfamiliar word and with context clues that require reasoning to decipher, the student will tell the meaning of the unknown word and point out the context clues that aided in deciphering the meaning.

Perspectives p. 514
Tactics A p. 14
B p. 19
Skills in Reading p. 218-9

Given a sentence containing an unfamiliar word in a context that gives direct clues to its meaning, the student will tell which words assisted in deciphering the meaning of the unfamiliar word.

Advanced Skills in Reading 2 p. 67
Basic Reading Skills p. 11, 23
Tactics I p. 13
Be a Better Reader p. 53

Given a sentence with an underlined unfamiliar word, and an explanation and example of context clues of defintion, comparison, and experience, the student will tell the meaning of the underlined word and tell which

type of context clue the sentence contains.

Basic Reading Skills p. 20

Given a sentence with an underlined unfamiliar word, and an explanation and example of context clues of contrast, example, and mood, the student will tell the meaning of the underlined word and tell which type of context clue the sentence contains.

Basic Reading Skills p. 21

Given a sentence with an italiciaed word, and a contrast clue to its meaning, the student will point out the clue and tell the meaning of the italicized word.

Skills in Reading 2 p. 70

Given a setnence with an italicized word, context clues of action, and a group of words, the student will write the correct meaning to the italicized word in each sentence.

Advanced Skills in Reading 2 p. 71

Given a sentence with an italicized word and context clues of the personal experience or information type, and several definitions, the student will choose the defintion for each.

Advanced Skills in Reading 2 p. 72-3

Given a paragraph with an italicized word in other parts of the paragraph than in the sentence with the italicized word, the student wll write a phrase to replace the word, and tell where the clues were located.

Advanced Skills in Reading 2 p. 71-2

Given an expository article containing underlined unfamiliar words, and a list of substitute words, the student will indicate which is the logical substitution.

Basic Reading Skills p. 18, 19

Given a set of pictures illustrating an unfamiliar word, an incomplete sentence about the pictures, and a list of words, the student will complete the sentence and check the words that mean the same thing as the unfamiliar word.

Tactics A p. 11

Given an explanation of context clues with the opposite idea pattern and a sentence with an italicized word, the student will underline the context clue that hints at the meaning of the word.

Skills in Reading p. 67

Given an explanation of context clues of definition or explanation, a list of sentences with italicized unknown words, and a list of definitions, the student will match the definitions to the italiciaed words.

Skills in Reading 1 p. 68-71

MAJOR CATEGORY

VOCABULARY

SUBHEADING

FREQUENTLY CONFUSED WORDS

Given a list of frequently confused words because of similar spelling and a group of sentences that are incomplete, the student will refer to the definitions to select the word which best completes each sentence.

Advanced Skills in Reading 2 p. 60-1, 65-6

MAJOR CATEGORY

VOCABULARY

SUBHEADING

MULTIPLE MEANINGS

Given a list of words with multiple meanings and definitions of their common and uncommon usages, the student will tell which word fits each definition.

Be a Better Reader A p. 150

Given a key sentence with an italicized word and option sentences each containing the same italicized word, the student will choose the sentence in whihc the definition of the italicized word matches that in the key sentence.

Skills in Reading 1 p. 62

Given a sentence containing a word with multiple meanings and a dictionary definition for the word, the student will tell which definition of the word matches the word in the sentence.

Skills in Readingl p. 60-2, 64-6

Given a word and its multiple meanings and a group of several sentences using the word, the student will tell which definition matches its usage in each sentence.

Basic Reading Skills p. 16, 14

Given a list of words with multiple meanings and a list of people who might use the words in different ways, the student will tell the meaning each of the people usually attributes to the word.

Basic Reading Skills p. 12

Given a sentence containing a word that might have other meanings in other contexts, and a group of sentences using the same word, the student will indicate in which sentence the word is used in the same way as in the first sentence.

Basic Reading Skills p. 13

MAJOR CATEGORY	SUBHEADING	
VOCABULARY	SHADES OF MEANING	131

Given 3 words which can mean almost the same thing, or can have different meanings, and 2 sentences with a missing word each, the student will indicate in which of the 2 sentences all 3 words can be used without changing its meaning.

Basic Reading Skills p. 15

Given a phrase containing an afjective of a low degree and a list of synonyms for the adjective, the student will list the higher and highest degree of the adjective.

6^1 p. 2 6^2 p. 2

Given sentences with italicized words which mean a form of walking, the student will tell what kind of walking is described in each sentence.

Skills in Reading 1 p. 230

Given a sentence that is missing a word with the general meaning "said" and 3 words with shades of that meaning, the student will select the word that answers a question with the following pattern: "Which word tells you that Gary spoke in a calm way?"

Basic Reading Skills p. 17
Skills in Reading 1 p. 231

Given a sentence containing an underlined idiomatic expression and a list of phrases, thestudent will indicate whihc phrase conveys the same meaning as the underlined phrase.

Basic Reading Skills p. 60-61

Given 2 sentences containing expressions that mean the same thing, and a set of pictures, some of which illustrate each expression, the student will match a picture to the phrases it illustrates.

Basic Reading Skills p. 62

Given a set of idioms, and a list of explanations, the student will match the expression to their meanings.

Advanced Skills in Reading 2 p. 146

Given a set of sentences containing expressions and definitional phrases, the student will define each expression.

4^2 p. 4 4^1 p. 4

Given a sentence containing an expression, the student will use the context to determine the meaning of the expression.

Advanced Skills in Reading 2 p. 63

Major Category	
vocabulary	Given several examples of jargon, or "gobbledygook," and a list of jargon phrases, the student will translate the phrases into clear and simple English. How to Study p. 10, 11
Subheading	
jargon	Given famous proverbs written in "gobbledygook," the student will translate each into its more familiar form. How to Study p. 10, 11
	Given a paragraph written in jargon, the student will rewrite it in clear English. How to Study p. 15

MAJOR CATEGORY

VOCABULARY

Given the definitions of a heteronym (Same spelling but different meaning and pronunciation) and a list of sentences, the student will tell which definition matches the heteronym in each sentence.

SUBHEADING

Skills in Reading 1 p. 66-8

HETERONYMS Reading Heteronyms, Supportive Reading Skills

Given a set of cartoons explaining the meanings of a pair of phonic analogies (went/want) and an incomplete sentence, the student will choose the word which best completes the sentence.

Phonic Analogies

Given a list of definitions for words commonly appearing in Math texts and a list of incomplete sentences, the student will study the definitions and use them to complete the sentences.

Be a Better Reader A p. 81, 105
B p. 29, 135
C p. 34, 89, 151
D p. 52, 158-9
E p. 79, 146
F p. 93, 159
G p. 232,3

Given a list of definitions for words found in Social Studies texts and a list of incomplete sentences, the student will study the definitions and use the words to complete each sentence.

Be a Better Reader A p. 104, 131, 151
B p. 28, 150
C p. 33, 65, 88, 204
D p. 26, 119, 137, 184, 204
E p. 101, 124, 167
F p. 72, 114
G p. 183-7

Given a list of definitions of literary words commonly appearing in Literature texts and a list of incomplete sentences, the student will study the definitions and use them to complete each sentence.

Be a Better Reader D p. 120
E p. 147
B p. 158-9

Given a list of definitions for words commonly appearing in Science texts and a list of incomplete sentences, the student will study the definitions and use the words to complete each sentence.

Be a Better Reader A p. 132, 152, 172
B p. 56, 134, 151
C p. 66, 150, 203
D p. 51, 73, 138, 160
E p. 34, 123, 188
F p. 73, 135, 185
G p. 211-215

The Wonderful Word Book, Xerox

STRUCTURAL ANALYSIS

ROOT WORDS
INFLECTIONAL ENDINGS
COMPOUND WORDS
CONTRACTIONS
PREFIXES
SUFFIXES
SYLLABLES
SHORTENED AND BLENDED WORDS

Given a root and a definition for a prefixed word, the student will add a prefix to the root to form a new word corresponding to the definition.

Dr. Spello p. 67

Given a list of words, the student will tell which prefix begins each word.

Given a key sentence with an italicized definitional phrase and a related incomplete sentence, the student will complete the sentence with a prefixed word that matches the definitional phrase.

Skills in Reading 1 p. 91, 92

Given a list of prefixes and theri meanings and a list of prefixed words, the student will refer to the meanings to define the prefixed words.

Skills in Reading 1 p. 88-9

Given a sentence containing a prefixed italicized word and another word which defines it, the student will point out the definitional word and tell the meaning of the prefix

Advanced Skills in Reading 2 p. 102

Given a set of sentences containing prefixed words, the student will list them and identify their prefixes.

Tacitcs B p. 28

Given a sentence containing italicized words with more than one prefix, the student will separate the italicezed word into prefixes and base word.

Advanced Skills in Reading p. 114

Given a sentence with an imcomplete word, an italicized clue, and a set of prefixes of #, the student will choose the prefix that completes the word.

Advanced Skills in Reading 2 p. 112, 113

Given a sentence with a prefixed, italicized word of time,position, or direction, the student will define the word.

Advanced Skills in Reading p. 111, 112

Given a group of sentences, each with an incomplete word, and a list of prefixes of time, position and direction, the student will choose the prefix to finish the words.

Advanced Skills in Reading 2 p. 109-110

Given a group of sentences, each containing a word prefixed with the same prefix, the student will read the sentences and tell the meaning of the prefix of time, position, and direction.

Advanced Skills in Reading 2 p. 108,9

Given a list of prefixes and their meaning, and a sentence with an unfinished word, the student will choose a prefix to complete the word and tell the meaning of the word.

Advanced Skills in Reading 2 p. 107

Given a list of words with negative prefixes, the student will tell if they contain the opposite meaning rather than merely the "not" meaning.

Advanced Skills in Reading 2 p. 105

Given a set of questions focusing on how prefixes change the meaning of the root, the student will answer the questions.

Tactics A p. 33,34, 39-43

Given an incomplete sentence and 2 words, one of which contains a negative prefix and the other of which does not, the student will choose the word which best completes the sentence.

Tactics A p. 38

Given an article containing italicized words with negative prefixes, and a list of words, the student will tell which words are meanings the prefixes could have. The student will then study the words to make generalizations about the spelling of prefixes for words beginning with r, l, m, and p.

Tactics A p. 36, 37
B p. 30

Given a paragraph containing prefixed words, a set of incomplete sentences defining the words, and a list of definitional words, the student will choose the word that completes the sentence and defines the prefixed word.

Tactics B p. 31, 32

Given 2 pictures and 2 sentences, the first of which contains a word with a negative prefix, and the other which contains only the root, the student will tell how the meaning was changed by the negative prefix.

Tactics A p. 36

Given a set of sentences, each containing a prefixed word, the student will identify the word and its prefix.

Tactics A p. 35

Given a list of words, the student will identify the prefix in each word.

Be a Better Reader A p. 80

Given a sentence containing a prefixed word, a list of prefixes, and their meanings, the student will state the meaning of the prefixed word.

Tactics I p. 24, 25

Given a sentence containing a boldface word and a list of negative prefixes, the student will add the proper prefix to the base to reverse the meaning of the sentence.

Tactics I p. 23

Given a paragraph containing italicized negative prefixes and a list of meanings, the student will list the prefixes and circle the words which tell their meanings.

Tactics B p. 29

Given a prefix, the student will tell its meaning and a word which uses the prefix

How To Study p. 5

Given a list of words with negative prefixes, the student will use each in a sentence.

Advanced Skills in Reading 2 p. 103

Given a list of prefixes, words that contain those prefixes, and definitional phrases in random order, the student will match the word to its definition.

Basic Reading Skills p. 30

Given a sentence containing a prefixed underlined word, and an explanation of the word, the student will tell if the explanation is correct or incorrect.

Basic Reading Skills p. 28

Given a list of words beginning with "un, in, dis, im, or ir," the student will indicate which of the words contain prefixes meaning "opposite of" or "not."

Basic Reading Skills p. 29

Given a list of negative prefixes and a list of base words, the student will add the proper negative prefix to each base to form a new word, noting spelling clues to proper choice.

Tacitcs I p. 23
Advanced Skills in Reading 2 p. 104

Given a root and an incomplete sentence, the student will add a negative prefix to the root to complete the sentence.

Advanced Skills in Reading 2 p. 104-5

Given a list of words, the student will write the root of each, noting any spelling change between the root and the derivative.

Tactics I p. 95
B p. 40
Advanced Skills in Reading 2 p. 89

Given a paragraph containing italicized derivatives and a list of roots, the student will select the root of each

Tactics A p. 40

Given a list of 4 derivatives, the student will list their common root.

Basic Reading Skills p. 27
Tactics B p. 26

Given a list of dericatives, the student will arrange them in columns according to their common roots.

Tactics A p. 32

Given one or more forms of a foreign root, and the definition, and sentences containing italicized foreign derivatives, the student will refer to the definitions to define the derivatives in each sentence.

Advanced Skills in Reading 2 p. 117-9

Given a crossword puzzle whose responses require "igh" words, the student will answer the puzzle clues with "igh" responses.

Dr. Spello p. 32

Given a group os sentences with italicized derivatives of a foreign root and questions designed to help the student derive theirmeaning inductively, the student will answer the questions.

Perspectives p. 518-9

Given a group of sentences, each containing an italicized derivative, the student will identify their common root.

Tactics B p. 24

Given a list of prefixes and their meanings, a foreign root and its meaning, a sentence with a derivative of the root, and a list of definitions, the student will tell the definition of the derivative.

Tactics I p. 98,99

Given an incomplete sentence and a foreign root, the student will add affixes to the root to complete the sentence.

Tactics I p. 97-98

Given a definition, a partially spelled word, and a foreign root, the student will complete the word with the root and match it to its definition.

Tactics I p. 97

Given a list of 3 words with a common foreign root, a list of English definitions for the roots, the student will study the spelling of the words to write the foreign root, then indicate which is its English definition.

Tactics I p. 96

Given a list of words, the student will tell which are root words.

Tactics A p. 32

Given a list of affixed words, the student will write the root of each, taking care to note the spelling of the root.

Skills in Reading I p. 76-8, 82

Given a list of words, the student will identify the root of each.

Be a Better Reader A p. 80

Given a group of 4 phrases, each of which contains an underlined word, the student will indicate the 3 phrases in which the underlined words have been formed by the same root and are related in meaning.

Basic Reading Skills p. 26-7

Given a sentence containing a derivative, the student will tell the root, the ending, and the spelling change of the derivative.

Basic Reading Skills p. 25

Given a sentence from which has been omitted a word, and 3 related derivatives, the student will tell which derivative fits in the sentence and name the common root to the 3 derivatives.

Basic Reading Skills p. 25
Tactics A p. 31, 44-5

Given a base word and a definition, the student will add affizes to make it match the definition.

Tactics I p. 95,96

Given an article containing italicized suffixed words, the student will divide the words into roots and suffixes

Tacitcs A p. 45, 46

Given words , the student will separate each into its prefix(s), base word, and suffix(es).

Advanced Skills in Reading 2 p. 115

Given an article containing italicized suffixed words, the student will divide each into roots and suffixes.

Tactics A p. 45, 46

Given sentences with italicized affixed words and questios about their meanings, the student will divide the words into morphemic units and tell the meaning of the affixed words.

Given a list of suffixes and 3 sentences, the 1st of which contains an italicized root word, the 2nd and 3rd of which are incomplete, the student will complete the 2nd and 3rd sentencew with derivatives of the italicized root in the 1st sentence.

Advanced Skills in Reading 2 p. 19

Given 3 sentences, the 1st of which contains an italicized suffixed word, and the 2nd and 3rd of which are invomplete, the student will complete the 2nd with another derivative of the root of the italicized word of the 1st sentence, and complete the 3rd with the root of the italicized word.

Advanced Skills in Reading 2 p. 94

Given a group of 3 sentences, the first two of which contain italicized suffixed words, and the 3rd of which is incomplete, the student will complete the 3rd with the root to the italicized words.

Advanced Skills in Reading 2 p. 93

Given a list of suffixes and roots and their definitions and a paragraph containing italicized words, and a list of definitions, the student will refer to the definitions to tell the meaning of the italicized words.

Advanced Skills in Reading 2 p. 122-4

Given a list of unfamiliar words, the student will divide them into morphemic units.

Advanced Skills in Reading 2 p. 121, 88
How to Study p. 4

Given a setnence with an underlined phrase and 3 derivatives, the student will choose the word which could take the place of the phrase.

Basic Reading Skills p. 35

Given an unfinished sentence, a pair of words, each of which could finish the entence, and a qualifying question, the student will select the word which completes the sentence and answers the qualifying sentence.

Basic Reading Skills p. 34

Given a list of prefixes and sufixxes, a root word, and a definitional phrase, the student will choose a prefix or a suffix to add to the root to make it match the definition.

Basic Reading Skills p. 33

Given an article, the student will identify the affixed and compound words contained therein.

Tactics I p. 26

Given a list of words, the student will indicate which of the words are affixed.

Tactics I p. 26

Given a base word, a list of prefixes and suffixes, and one or more incomplete sentences, the student will add the proper affixes to the base to correctly complete the sentences.

Tactics I p. 25

Given a list of roots and suffixes, the student will add endings and point out spelling changes.

Advanced Skills in Reading 2 p. 89

Given a list of words, the student will identify the suffix of each word.

Be a Better Reader A p. 80

Given a list of phrases containing a suffixed advective, the student will write the base word and the suffix that make up the adjective.

Tactics I p. 21

Given a sentence containing 2 boldface adjectival suffixes, the student will rewrite the sentences, using the base words instead of the boldface words.

Tactics I p. 22

Given a list of noun suffixes and a pair of sentences of identical meaning, the first of which is complete and contains a suffixed boldface word, and the second of which is incomplete, the student will change the suffix of the boldface word so that the new derivative correctly completes the second sentence.

Tactics I p. 20

Given a paragraph made nonsensical by the omission of suffixes, and the identical paragraph with suffixes, the student will tell the spelling changes that occurred when the suffixes were added..

Tactics B p. 33

Given a sentence containing an underlined phrase, a root word, and a list of suffixes, the student will pick a suffix to attach to the root to form a word that could be substituted for the underlined phrase.

Basic Reading Skills p. 31

Given spelling rules for addition of the suffixes "y, ing, and ly," and a list of words and suffixes, the student will add the suffixes with the proper spelling changes.

Skills in Reading 1 p. 77, 78

Given a base word, a list of suffixes and 2 or more incomplete sentences, the student will add to the base word the suffixes which form the varients that correctly complete each sentence.

Tactics I p. 22
Advanced Skills in Reading 2 p. 92, 96-100

Given an article containing affixed words, the student will list the root word of each and use the context and affixes to tell in his own words the meaning of each word.

Tactics A p. 51, 52

Given a set of suffixed words and a set of unfinished sentences, the student will choose the word which properly completes each sentence.

Tactics B p. 34, 35

Given sentence conaining a base word in () and a list of noun suffixes, the student will select the proper suffix, and add it to the base and read the sentence aloud. (ist, or, er, ant, eer, ness, ment, ity, tion, hood, dom, ance, ence)

Tactics I p. 19, 20

Given an incomplete definitional sentence containing an italicized suffixed word meaning "a person who..." the student will complete the sentence with the root of the italicized word.

Given a list of verb suffixes and a sentence containing suffixed verbs, the student will read the sentence, changing the suffixed verb so that its non-affixed base is used in the new sentence. (ize, fy, ate, en)

Tactics I p. 21

Given a list of words, the student will identify the suffix in each.

Dr. Spello p. 63

Given a list of adjectival suffixes and a list of words, the student will add a suffix to change each to an adjective.

Dr. Spello p. 71

Given a suffix and a sentence such as: "Add a suffix to foolish and make a noun," the student will follow the directions and read the sentence.

How to Study p. 5

Given a list of suffixes that change adjectives and verbs into nouns, and a list of advectives, the student will add suffixes to the words to make them nouns.

Dr. Spello p. 71

MAJOR CATEGORY

STRUCTURAL ANALYSIS

SUBHEADING

CONTRACTIONS

Given a phrase, the student will write its corresponding contraction.

Dr Spello p. 95

Given a sentence containing words that could form contractions, the student will rewrite the sentence using a contraction.

Dr. Spello p. 96

Given a set of contractions, the student will write the longer form of each.

Dr. Spello p. 96

STRUCTURAL ANALYSIS COMPOUND WORDS

Given sentences containing little-known compound words, and questions about their meaning, the student will analyze the meaning of their parts to tell the meanings of each.

Perspectives p. 516-7

Given a set of pictures which literally deptic a compound ward and a list of compound words, the student will match the correct word to its corresponding picture, then divide the compound words into their word parts.

Tactics A p. 47

Given an article containing compound words, some of which are italicized, some of which are not, the student will divide the compounds into the words which form them.

Tactics A p. 49

Given an article containing italiciaed compound words, explanations of the 3 forms in which they appear (one word, 2 words, or hyphenated) the student will list samples of each type and separate the words inot their components.

Tactics B p. 36

Given a list of compound words, and an incomplete sentence, the student will choose the compound word which best completes each sentence and then divide each compound inot its components.

4^2 p. 11 3^2 p. 5

Given a list of sentences containing compound words and a set of definitions of the compounds, the student will match the definitions to the compound.

Tactics B p. 37
I p. 18

Given a list of compound words, the student will indicate which words in the list give strong hints to their meanings from analysis of the meanings of their parts.

Tactics A p. 48
I p. 17

Given pictures whose names are compound words, the student will spell the name of each picture .

Dr. Spello p. 47

Given puzzles such as: a pal + a boat = friendship, the student will guess the word parts to form compounds.

Dr. Spello p. 46

Given 2 columns of words, the student will combine a word from the 1st with a word from the 2nd to form compounds.

Dr. Spello p. 46

Given a story in which sentences contain underlined definitional phrases for compounds, the student will substitute compounds for each phrase.

Be a Better Reader A p. 26

Given 2 columns of words, the student will draw lines between the words in the columns to make compound words.

Tactics I p. 7
Dr. Spello p. 45

Given a list of multisyllabic words, the student will circle ;those words in the list that are compound words.

Tactics I p. 17

Given a list of words which can be combined to make compounds, and a set of definitional phrases, the student will match the word parts to the corresponding phrase.

Basic Reading Skills p. 127

Given a list of compounds, a set of sentences with definitional phrases and a set of incomplete sentences, the student will replace the definitional phrases with a compound word to complete the unfinished sentences.

Advanced Skills in Reading 2 p. 62

MAJOR CATEGORY

STRUCTURAL ANALYSIS

SUBHEADING

SHORTENED AND BLENDED WORDS

265

Given a word that is commonly shortened to form a word bearing meaning identical to that of the original word, the student will give the shortened form of the word.

Basic Reading Skills p. 129

Given a list of words which, when paired in a certain way become new words, (Breakfast+ lunch = Brunch) and the corresponding blended words, the student will tell the two words which form the blended word.

Basic Reading Skills p. 129

Given a list of words, the student will pronounce them and tell how many syllables are heard in each.

Tactics A p. 66
Dr. Spello p. 48, 49

Given a list of words with the pattern c = le, the student will tell 1. How many consonants preceed the le, and 2. If the accentenc syllable contains a long or a short vowel, and make the generalization: You could expect to hear a long vowel sound in the accented syllable if 1 consonant follows 1 vowel and preceeds le.

Basic Reading Skills p. 51

Given a list of words with the pattern c+c+le, the student will tell 1. How many consonant letters preceed the le, and 2. if the accented syllable contains a long or short voew., and generalize: In 2-syllable words accented on the first syllable and ending in le, you could expect to hear a short vowel sound when 2 consonants follow the vowel and preceed the le.

Basic Reading Skills p. 50

Given a list of 2-syllable words with the vcv pattern, the student will tell if the accented 1st syllable contains a long or short voewl, how many consonants follow the first vowel and then make the generalization that: in 2-syllable words accented on the first syllable, a single vowel followed by a single consonant may stand for a long or short vowel sound.

Basic Reading Skills p. 49
Tactics A p. 69, 70

Given an article containing boldface words, the student will divide them into syllables.

Tactics I p. 37

Given the generalization that affixes do not usually change the syllabication of the basi word, and a set of affixed words, the student will use the generalization to syllabicate the words.

Tactics I p. 36

Given the following syllabication clues:
1. consonant blends stay together
2. consonants ch, ph, sh, and th stay together
3. v+ck
4. Vowels oi, ou, ow stay together
and a list of sentences containing boldface words, the student will syllabicate them and tell which rule was used.

Tactics I p. 36

Given the generalizations: v/cv vc/cv /c+le and a sentence containing a word with unfamiliar meaning, the student will divide the word into syllables and tell which rele was use.

Tactics I p. 35

Given the generalizations for syllabication: v/cv, vc/cv, /c+le, and a list of words, the student will divide the words into syllables and tell which rule was used in doing so.

Tactics I p. 35 Dr. Spello p. 52-8

Given a picture of an object or a word, the student will tell how many syllables are heard in the name of the object or the word.

Tactics I p. 34
A p. 65

Given a list of 2 syllable words which contain the vc/cv pattern, the student will tell if the vowel in the accented syllable is long or short and how many consonants follow the 1st vowel and then generalize: In 2 syllable words accented on the 1st syllable, a single vowel letter followed by 2 connsonants is a clue to the short vowel sound.

Basic Reading Skills p. 49

Given a picture and its name, the student will tell how many vowels are seen in the word, how many are heard, and how many syllables are heard in the word and generalize that the # of syllables in a word is not always the same as the # of vowels in the word.

Basic Reading Skills p. 47
Tactics A p. 65, 66
B p. 43

Given an article, the student will list 2 2syllable, 2 3 syllable, and 2 4syllable, and 2 5 syllable words.

Tactics B p. 44

MAJOR CATEGORY | SUBHEADING

STRUCTURAL ANALYSIS | INFLECTIONAL ENDINGS

Given the rules:
1. Add s to most words
2. Add es to words ending in sh, or s sounds
3. Change y to i and add es

and a list of singulars, the student will change them to plurals.

Dr. Spello p. 34, 35

Given the rules
1. If a word ends in e, only add r or st.
2. If a word has the cvc pattern, double the final consonant and ad er, est
3. Change y to i and add er or est.

and a list of words, the student will add er and est to each.

Dr. Spello p. 42-44

Given the rules:
1. andd ing to most words
2. drop a final e before adding ing
3. double a single final consonant and add ing

and a list of words, the student will add ing to each.

Dr. Spello p. 39-41

Given the rules:
1. add d to words that end in e
2. if a verb doesn't end in e, ad ed
3. double a final single consonant
4. y to i, then add ed

and a list of words, the student will add d or ed to each.

Dr. Spello p. 36-8

PHONIC ANALYSIS

SINGLE CONSONANTS
BLENDS
VOWELS
DIGRAPHS
DIPHTHONGS
ACCENT
WORD FAMILIES

Given a sentence containing a nonsense word and a list of words, the student will tell which word in the list contains the same vowel or consonant sound as the nonsense word.

Tactics I p. 33

Given a list of words, the student will tell how many sounds are heard in each.

Dr. Spello p. 3

Given a list of short vowel words pronounced by the teacher, the student will spell each.

Dr. Spello p. 15

Given an incomplete sentence, the student will finish it with a word that ends in a double consonant.

Dr. Spello p. 32

Given a consonant, and 3 pictures that represent words containing the consonant, the student will tell if the consonant is heard at the beginning, middle, or end of the word.

Basic Reading Skills p. 36, 7

Given a picture and several consonants, the student will cross out the consonant that does not belong in the word.

Dr. Spello p. 10, 11

Given a list of words beginning with c, the student will tell if the c has a hard or soft sound.

Dr. Spello p. 12, 13

Given a list of words beginning with g, the student will tell if the g has the hard or soft sound.

Dr. Spello p. 12, 13

Given a list of words containing the letter c, the student will indicate if each c sounds like a k or an s, and then complete a sentence to show which vowel clues help in deciphering the sounds of c.

Basic Reading Skills p. 38
Tactics I p. 27
A p. 56,58

Given a paragraph, the student will circle the words in which the letter c is pronounced with the k sound.

Tactics A p. 56

Given a list of words, the student will cross out silent consonants contained in the words.

Dr. Spello p. 63

Given a list of words containing the letter g, the student will tell if each g contains the j sound or the g as in "go." The student will then complete an unfinished sentence telling vowel clues to the sound of the letter g.

Basic Reading Skills p. 38
Tactics A p. 57, 58
I p. 27

Given a list of words containing the letter s, the student will tell if each s contains the z sound or the s as in "so."

Basic Reading Skills p. 38
Tactics A p. 56, 57

Given a consonant and a list of words, some of which contain the sound of the consonant-via different spellings-the student will indicate in which of the words the consonant sound occurs and tell its spelling.

Basic Reading Skills p. 40
Tactics A p. 58

Given a list of words containing silent consonants, the student will cross out the silent consonants in the words.

Tactics A p. 57, 58
I p. 27

Given a list of words, the student will pronounce those containing s blends.

Be a Better Reader A p. 54

PHONIC ANALYSIS BLENDS

Given a list of words, the student will pronounce those containing s blends.

Be a Better Reader A p. 54

Given a list of consonant blends, and a picture labeled by a partially spelled word, the student will select the blend to complete the word and correctly label the picture.

Basic Reading Skills p. 39

Given a list of words containing silent consonants, the student will cross out the silent consonants in the words.

Tactics A p. 57, 58
I p. 27

Given a list of words, the student will pronounce those containing l blends.

Be a Better Reader A p. 53

Given a list of words, the student will pronounce those words containing r blends.

Be a Better Reader p. 53

Given a picture and 3 consonant blends, the student will circle the blend that begins or ends the word.

Be a Better Reader A p. 74-5

Given an incomplete sentence, the student will finish it with a ck word.

Dr. Spello p. 33

PHONIC ANALYSIS VOWELS

Given a sentence containing a key word with an al, aw, au, and a list of words, the student will tell which word in the list has the same vowel sound as the key word.

Tactics I p. 32

Given a list of words with the vv pattern, the student will tell how many vowels are together, which has the long sound and which vowel is silent, then generalize that when 2 vowels come together, the 1st is long and the 2nd is silent.

Be a Better Reader A p. 77

Given the rules for vowel sounds: vc+e, cvc, vv, and a list of words, the student will pronounce each and tell to which rule each word applies.

Be a Better Reader A p. 78

Given a short story containing unserlined words, the student will tell which of the words has a long vowel sound.

Be a Better Reader p. 79

Given instruction on short vowel sounds and a set of pictures, the student will tell which short vowel sound is heard in each word.

Dr. Spello p. 45

Given pictures whose names comtain short vowels, the student will spell the name of each.

Dr. Spello p. 14

Given pairs of words such as "ran, rain," the student will indicate the short vowel word and generalize that when a word has 2 vowels together, it can signal the long vowel sound.

Dr. Spello p. 16

Given a list of long and short vowel words, the student will mark the long vowel words like: hā/l.

Dr. Spello p. 17

Given pairs of words like "at, ate," the student will pronounce each and generalize that when a word has the vc+e pattern it signals the long vowel sound.

Dr. Spello p. 17

Given pictures whose names have the vv pattern, the silent letter being provided, the student will spell the name of each and use each to complete provided unfinished sentences.

Dr. Spello p. 19, 20

Given pictures of long vowel words with the vc+e pattern the student will spell the name of each picture. The, given incomplete sentences, the student will use the words to complete the sentences.

Dr. Spello p. 18

Given questions requiring the response of a vc+e word, the student will spell the answers to the questions.

Dr. Spello p. 20

Given a simple crossword puzzle with all letters filled in except the short vowel for each word, and a picture whose name begins with the short vowel, the student will complete the puzzle and read each word.

Dr. Spello p. 21

Given pictures of long and short vowel words, the student will write the vowel letter heard in each and tell if it is long or short.

Dr. Spello p. 23, 24

Given a set of short vowel words, the student will add a vowel to make the 1st vowel long, or ad a silent e to make it long.

Dr. Spello p. 25

Given long vowel words, the student will remove a vowel to make it a short vowel word.

Dr. Spello p. 25

Given a list of words with r controlled vowels having the same vowel sound, and another varied list of words with r controlled vowels, the student will write all of the words in the 2nd list that have the same vowel sound as those in the 1st.

Tactics I p. 31

Given a set of key words and a pictured object, the student will tell which of the key words has the same vowel sound as the name of the object.

Tactics I p. 28

Given a set of sentences containing a short vowel word witha long vowel word formed by addidn e to the short vowel word, the student will make a list of long and short vowel words and generalize that the addition of the silent e signals a long vowel sound.

Tactics B p. 52

Given key words that are identified as having long or short vowels, and a list of words, the student will tell if the words have long or short vowel sounds, or neither.

Tactics I p. 29
Be a Better Reader A p. 50-52

Given a pair of 1 syllable words, one with a short vowel, the other having a silent e, and a set of questions, the student will tell which of the pair answers the question.

Tactics I p. 29
Be a Better Reader A p. 50

Given 2 lists of 1 syllabe words, the student will tell which word in the 2nd list has the same vowel sound as each word in the 1st list.

Tactics I p. 29

Given a key word and a list of words, the student will tell which words in the list have the same vowel sound as the key word.

Tactics I p. 30

Given a set of key words and a sentence containing an underlined word, the student will tell which key word has the same vowel sound as the underlined word.

Basic Reading Skills p. 45-6
Tactics I p. 30

Given sentences containing words, some with the vowel sound of bird, care, all, and oil, but spelled in several ways, the student will complete the sentences with this type pattern: the same vowel sound that is heard in bird is heard in the words..."

Basic Reading Skills p. 44

Given a set of 1 syllable words that are unfamiliar in meaning, and a set of unfinished rhymes, the student will use his knowledge of vowel patterns to pronounce the words and finish the rhymes with them.

Tactics A p. 64

Given samples of words with the same consonant-vowel pattern and a set of questions aimed at guiding the student to see the pattern, the student will answer the questions and read a stated conclusion about the usual vowel sounds expected for each pattern.

Tactics I p. 31
A p. 60-63

Given a sentence containing underlined words, all of which have the same vowel, the student will circle the 2 underlined words in which the vowel sound is the same.

Tactics A p. 59

Given a sentence with a circled key word, the student will tell what other word in the sentence contains the same vowel sound as the key word, but spelled in a different manner and then generalize that there are different spellings for the same sound.

Tactics A p. 59

Given incomplete sentences, the student will complete each with an ar word.

Dr. Spello p. 31

Given definitions of oo words, the student will spell the oo word to match the definitions.

Dr. Spello p. 30

Given definitions of oi and oy words, the student will write words corresponding to the definitions.

Dr. Spello p. 31

Given a set of oo words, the student will mark each with u as in moon or u as in book.

Dr. Spello p. 30

Given sentences that can be completed with ay words, the student will complete each sentence.

Dr. Soello p. 29

Given the rules:
vc+e= long
vcc+ e = short
vcc= short
vcc= short
vv= long
vcv= long or short
and a nonsensical sentence, and a list of words from the sentence, and a key for pronunciation long and short vowels, the student will write the pattern above each word and write the key word from the chart that has the same vowel sound.

Tactics A p. 70-71

Given a story with key words and the above patterns, the student will arrange the key words according to the corresponding patterns.

Tactics A p. 72-3

Given the vc+e rule and a list of 2 syllable words, the student will indicate to which words the rule applies.

Tactics B p. 52

Given a paragraph containing words with the vv pattern, the student will tell which words have 2 vowel letters and 1 syllable and which have 2 vowel letters and 1 syllable and generalize which vowel combinations usually have just 1 vowel sound.

Tactics B p. 53

Given a group of words with the vcc pattern, the student will write the pattern above each word and generalize that the pattern is a clue to the short vowel sound.

Tactics B p. 54

Given a list of key words and another list of multisyllabic words that contain the vcc pattern, the student will tell which key word has the same vowel sound as each word in the list.

Tactics B p. 55

Given a set of words with the vcc+e pattern, the student will mark this pattern above each word and generalize that it signals a short vowel sound.

Tactics B p. 55

Given a list of words, the student will tell if they follwo the vcc or the cc+e clue or neither.

Tactics B p. 56

Given a set of nonsense words, the following clues: vc+e, vv, vcc, vcce, the student will circle the accented vowel sound and tell which pattern is used to decide if the vowel sound is long or short.

Tactics B p. 56

Given a set of 2 syllable words with the vcv pattern, the student will write the pattern above each word and gnenealize that in 2 syllable words, the vcv pattern can signal either the long or short sound.

Tactics B p. 57

Given a list of words whose vowel is r controlled, the student will mark its sound:

a Care
a far
er term
o order

Dr. Spello p. 75

PHONIC ANALYSIS DIGRAPHS

Given a list of words containing th, the student will tell if the th carries the sound of th as in thin or the th as in the.

Basic Reading Skills p. 38

Given definitions of aw, au, and all words, the student will spell the words which correspond to each definition.

Dr. Spello p. 29

Given a sentence containing a word with an "ea" the student will tell if the word contains the ea as in bread or the ea as in bead.

Badic Reading Skills p. 43

Given a sentence containing a word with"oo" the student will tell if the word has the oo as in book or the oo as in boot.

Basic Reading Skills p. 43

Given incomplete words, the student will complete them by adding sh, ch, wh, ng, or th.

Dr. Spello p. 27

Given practice in auditory and visual discrimination of the sh, ch, wh, ng, and th digraphs, and a set of pictures, the student will spell the name of each.

Dr. Spello p. 27

MAJOR CATEGORY | SUBHEADING

PHONIC ANALYSIS | DIPHTHONGS

Given a sentence with a key word containing one of the following vowel sounds: oi, oy, ou, ow, and a list of words, the student will tell which word in the list contains the same vowel sound as the key word.

Tactics I p. 32

Given a question whose response requires an ow or ou word, the student will spell the answer to the question.

Dr. Spello p. 28

PHONIC ANALYSIS | ACCENT

Given a list of key words and a list of words, the student will tell which key word has the same syllable and accent pattern as each word in the list.

Tactics B p. 46

Given a list of words with the suffixes ial, ian, ic, ion, and ity , the student will indicate which syllable receives the primary accent and generalize that the above endings usually signal an accent on the preceeding syllable.

Tactics B p. 49

Given a pair of identically spelled words, the first of which has its first syllable in caps, the second of which has its second syllable in caps, the student will tell which of the pair represents the correct accent pattern.

Tactics A p. 68

Given a limmerick, the student will name the word parts that received the accent.

Tactics A p. 67

Given a list of words, the student will pronounce them and tell the # of vowel sounds heard and which is accented.

Tactics A p. 68
B p. 46
Dr. Spello p. 72-4

Given a set of root words and their suffixed counterparts, The student will tell how the accent pattern changes with the addition of a suffix.

Tactics B p. 48

Given a pictures object, the student will write the name of the object and tell the # of syllables heard and which one is accented.

Tactics I p. 37

Given a list of sentences containing some 2 syllable words, the student will tell which 2 syllable words are accented on the 1st syllable and which are accented on the 2nd.

Basic Reading Skills p. 47

Given the accent rules:
1. addition of a suffix uaually shifts the accent
2. Words of 3 or more syllables are usually accented on the 1st or 2nd syllable
and words to which those rules apply, the student will pronounce the words.

Word Families:

Webster Word Wheel

+4 Word Wheels, William Kottemeyer, McGraw-Hill, Inc., 1972

Given a sentence containing 1 or more words suffixed with ous, and a list of words, the student will indicate which words in the list can be expected to have the same ending sound because of similar spelling patterns.

Tactics A p. 74
Note: tious-cious Tac A p. 74
tion-sion p. 75
cial-tial p. 76

Given a list of headlines or sentences and a key word, the student will identify the words in the headlines that contain the word parts also found in the key word.

Tactics A p. 53,54
B p. 42

Given sets of words ending in ion, ian, ial, ious, uous, eous, and the rule that in such suffixed words, the accent usually falls on the preceeding syllable, the student will pronounce the words.

Perspectives p. 521

DICTIONARY SKILLS

LOCATING WORDS
USING THE PRONUNCIATION KEY
FINDING PROPER DEFINITION
PARTS OF A DICTIONARY
KINDS OF INFORMATION IN A DICTIONARY

Given the top half of a dictionary page and a set of questions focusing attention on the guide words as an indication of what other words might be on the page, the student will refer to the guide words to answer the questions.

Basic Reading Skills p. 168
Tactics A p. 83
B p. 62, 3

Given a list of specialized words and abbreviations used in dictionaries, an explanation of their meanings, a partial dictionary page using these specialized words, and a set of statements, the student will agree or disagree with the statements based on reference to the entries and will then spell the words.

Basic Reading Skills p. 170

Given abbreviations used in dictionaries for the parts of speech, and a dictionary page that contains words that could be more than one part of speech, and a set of sentences containing underlined words, the student will refer to the dictionary page to tell what part of speech the underlined word is and give the number of the definition.

Basic Reading Skills p. 171

Given a dictionary page containing aids such as pictures, dates, and illustrative phrases, and a set of questions focusing on these aids, the student will refer to the dictionary page to answer the questions.

Basic Reading Skills p. 172-5

Given an unfamiliar word and a dictionary spelling key, the student will refer to the spelling key to list possible spellings for the word.

Tactics B p. 77,78

Given an unfamiliar word, the student will list possible spellings that would assist in locating the word in the dictionary.

Tactics A p. 94

Given a list of words in alphabetic order and a list of words, the student will insert words from the 2nd list into the 1st list in proper alphabetic order.

Basic Reading Skills p. 169
Tactics A p. 79
B p. 63

Given a sentence containing words with inflectional endings, and a dictionary sample, the student will tell what dictionary entry should be consulted to decipher the meaning of the word.

Tactics B p. 63, 64

Given sentences with italicized words that one would usually have to look up in the dictionary, the student will do so and tell the meaning of the words.

Perspectives p. 522

Given a list of words, the student will tell if it would be found at the beginning, middle, or end of the dictionary.

Basic Reading Skills p. 168
Skills in Reading 1 p. 238

Given a list of words, weach beginning with a certain letter, the student will alphabetize them.

All about the Dictionary p. 6, 10

Given a group of questions such as, "Which letter comes before m, after it? the student will refer to the alphabet to answer the questions.

All About the Dictionary. p. 8,9

Given the guide words at the top of a dictionary page, the student will tell which group of letters will begin the words on the page.

All About the Dictionary p. 28,29

Gjiven samples of dictionary pages, the student will refer to them to answer questions such as: The word "aim" is the first word on the page. Where else can it be found?

Tactics A p. 82, 83

Given a list of words and a dictionary, the student will tell what page each word is found on and list and tell which words come first, before, and after each.

All about the Dictiohary p. 22,23

Given samples of dictionary pages, the student will refer to them to answer questions such as: The word "aim" is the first word on the page. Where else can it be found?

Tactics A p. 82, 83

Given a word and a dictionary, the student will list the guide words on the page in which the word is found.

All about the Dictionary p. 30

Given guide words and a list of words, the student will tell which ones would be found on the page.

All about the Dictionary p. 29, 30
Real Life Reading Skills p. 60
Skills in Reading 1 p. 240-1

Given a word pronounced by the instructor, the sudent will guess at its spelling, consult the dictionary to see if he is correct, if not, survey the dictionary page to see if it is there, if not, respell, etc... Teacher provides spelling if student has too much difficulty.

All About the Dictionary p. 32-8

DICTIONARY SKILLS USING THE PRONUNCIATION KEY

Given a sentence with a key word written in dictionary spelling th4 student will read the sentence and write the key word in its correct spelling.

Given a list of words, the $udent will use the dictionary to tell the # of syllables, the position of the accent and the pronunciation of each word.

Skills in Reading 1 p. 252

Given a list of unfamiliar words with the accented syllable underlined, and a dictionary, the student will write the key word that has the same vowel sound as the underlined vowel in each word.

Skills in Reading 1 p. 254

Given a joke written in dictionary spelling the student will answer questions about the joke to show adequate reading of the dictionary spelling.

Basic Reading Skills p. 57
Tactics I p. 41

Given a set of dictionary spellings and a set of definitional phrases, the student will match spellings to the definition.

Tactics I p. 40

Given a question with the pattern "Which word means..." and 3 similar dictionary spellings, the student will tell which word completes the sentence.

Basic Reading Skills p. 58

Given a paragraph contianing italicized words, dictionary entries for each of them, and a pronunciation key, the student will write the dictionary spelling for each word adn then write the key words that have the same vowel sounds as each syllable.

Tactics A p. 90,91

Given an incomplete sentence and 2 similar dictionary spellings, the student will tell which spelling best completes the sentence.

Basic Reading Skills p. 58
Tactics I p. 40

Given a passage written in dictionary spelling from which has been omitted several key words, and a list of words, the student will fill in the blanks with the key words.

Tacitcs I p. 41

Given a dictionary entry and an explanation fo the parts of a dictionary entry that assist in pronouncing the word, and a set of questions designed to assist the student in using them, the student will use the entry to answer the questions.

Tactics A p.89
B p. 65,6

Given a pronunciation key and a passage in which key words are replaced by 2 dictionary spellings, the sudent will tell which dictionary spelling is the correct one.

Tactics B p. 67

Given a complete pronunciation key, a word or a picture, and 3 dictionary spellings, the student will tell which spelling properly matches the picture or word.

Basic Reading Skills p.55
Dr. Spello p. 81-4

Given a list of words, the student will write its dictionary spelling.

Dr. Spello p. 85-87

Given a dictionary spelling and 2 words, the student will tell which word matches the dictionary spelling.

Dr. Spello p. 77, 78

Given a pronunciation key, a dictionary spelling, and 3 words, the student will tell whcih of the three words matches the dictionary spelling.

Basic Reading Skills p. 56

Given a pronunciation key, a set of pictures and a set of dictionary spellings, the student will match the picture to its dictionary spelling.

All About the Dictionary p. 49
Dr. Spello p. 79,80

Given a list of words, a dictionary and a pronunciation key, the student will use the dictionary to write the dictionary spelling for each word and will then pronounce each.

All About the Dictionary p. 49, 50

Given a list of words and a dictionary, the student will pronounce both the preferred and acceptable ways of saying each word.

All About the Dictionary p 50

DICTIONARY SKILLS PARTS OF A DICTIONARY

Given a sentence with a boldface word and a partial glossary, the student will consult the glossary to rewrite the sentence, not using the boldface word, but words from the golossary for the entry matching the word.

Tactics A p. 78, 88
B p. 74-6
I p. 44

Given a partial glossary whose entries contain several shades of meaning for each entry, and a sentence containing a glossary word, the student will indicate which definition from the proper entry best defines the glossary word in the sentence.

Tactics I p. 42,3
B p. 71-3

Given an explanation of how an elevated numeral following a dictionary entry indicates an identically spelled word with a different meaning, (homograph) a set of sentences containing homographs, the student will use the latter to tell which homograph and numeral matches the homographs in each sentence.

Basic Reading Skills p. 169
Tactics I p. 45
A p. 86,7
All About the Dictionary p. 59-61

Given sentences containing itlaiciaed forms of a certain word, and the dictionary definitions for the word the student will tell which of the definitions matches the meaning of the word in each sentence.

Skills in Reading 1 p. 243-7

Given a set of questions about certain derivatives and a set of dictionary entries, the student will refer to the entries of roots and affixes, and combine their' meaning to answer the questions.

Tactics A p. 93

Given a dictionary entry, the student will tell how many meanings are listed for it, how many definitional sentences are given in the entry, and will compose an oreginal sentence with one of the meanings.

All about the Dictionary p. 62-4

Given a passage with italicized words, a set of dictionary entries, and a group of questions designed to test the student's ability to use entries, the student will refer to the entries to answer the questions.

Tactics B p. 79, 80

Given a cartoon, the student will generalize that it is humorous because a character misinterprets something said to him because he didn't know the meaning of a word or words.

Tactics A p. 77
B p. 61

Given an "er" word meaning one who... and a dictionary, the student will look up its root and write the definition for the er word, beginning the definition with "a person who..."

All About the Dictionary p. 65-7

Given a list of words ending in s, ed, and ing, the student will tell the root he would have to look up in the dictionary to find each word, and note any spelling changes in the root when the ending was added.

All about the Dictionary p. 68-71

Given a list of words beginning with prefixes "re and un" and a dictionary, the student will tell if the dictionary lists the word under its root, or not at all, and then write a definition of each word.

All About the Dictionary p. 72-6

Given the names of lines of work, the student will refer to the abbreviations in the back of the dictionary to list abbreviations that would be useful in each kind of work.

Raal Life Reading Skills p. 61

DICTIONARY SKILLS KINDS OF INFORMATION IN A DICTIONARY

Given a set of dictionary entries and a set of questions designed to show how many types of information can be found in dictionary entries, and a list of such types of information (slang, trade names, biographical information...) the student will answer the questions by referring to the dictionary entries and then tell to what category of information each question belongs.

Tactics I p. 39

Given a complete dictionary entry and a complete list of information found therein, the student will label the parts of the entry where the information could be found.

Tactics A p. 84-5
B p. 68-9

Given a complete dictionary entry, and a set of questions designed to assist the student in using various parts of the entry to learn new information, the student will refer to the entry to answer the questions.

Tactics A p. 85
B p. 70

Given a dictionary, the student will list parts other than the main section and tell what type of information each contains.

Note: more than one dictionary can be supplied for comparisons.

Given a list of phrases of things that might be found in a dictionary, the student will circle those phrases which tell what things are found in a provided dictionary.

Given a list of dictionary abbreviations for word origins and a list of words, the student will consult a dictionary and tell the origin of each and its original meaning.

All About the Dictionary p. 80, 82

Given a group of dictionary illustrations and their descriptions and a set of questions about them, the student will answer the questions.

All About the Dictionary p. 83-7

Given a list of words and a dictionary, the student will divide the word into syllables, consulting the dictionary if necessary.

All About the Dictionary p. 44

Given a list of words and a dictionary, the student will tell other acceptable spellings for the word.

All About the Dictionary p. 46

Given a list of 8 parts of speech and their dictionary abbreviations, and a list of these abbreviations, the student will write what part of speech each stands for.

Given a list of words and a dictionary the student will tell if the dictionary lists synonyms for the word and if so, will name one for each.

All About the Dictionary p. 77-9

Given a list of words and a dictionary, the student will refer to the dictionary to tell what part of speech word representes.

All About the Dictionary p. 53

Given a set of abbreviations and a dictionary, the student will look up each abbreviation and write its meaning.

Skills in Reading 1 p. 243

Given a question about a proper noun, the student will consult the dictionary to answer the question.

Skills in Reading I p. 247-8

Consumer Education, Francis A Coor, Pendulum Press, Inc West Haven Conn. 1973

A Place To Live
Government Services for Consumers
The Teen-ager and His Family
Viewing Your Career
Consumer Purchasing
Majority at 18
Health and Leisure
Car Purchase and Maintenance
Dollar Power

Given step-by-step instructions for how to correct billing errors in writing, the student will create a billing error situation and write a letter, following the the directions, in order to have the error corrected.

Survival Reading Skills p. 20

Given a credit card application and information about a person, the student will fill out the application to fit the person's description.

Survival Reading Skills p. 25

Given statements for a real estate tax notice and questions that a person has concerning it, the student will refer to the statements to answer the person's questions.

Survival Reading Skills p. 24

Given statements from a real estate purchase contract and questions focusing on the meaning of terms contained therein, the student will answer the questions.

Survival Reading Skills p. 23

Given a group of statements from an apartment lease, a group of terms and a group of questions, the student will refer to the dictionary to define the terms and match the questions to statements that contain the answer for each question.

Survival Reading Skills p. 22

Given a group of statements from a rental agreement, a list of terms from them, and a set of definitions, and a set of problems, the student will define the terms and refer to the statements to solve the problems.

Survival Reading Skills p. 21

Given a group of used car ads and a set of questions which compare information in the ads, the student will list the abbreviations, tell their meanings, and answer the questions.

Survival Reading Skills p. 20

Given a group of apartment or house ads and a set of questions about them, the student will tell their meanings, and answer the questions.

Survival reading Skills p. 18, 19

Given a group of jog ads and a set of question focusing on information contained in the ad, the student will list the abbreviations, write out the word they stand for and refer to the ads to answer the questions.

Survival reading Skills p. 17

Given a list of menu terms, some with definitional phrases as options, some without, the student will choose the definition option or look it up in the dictionary and define it.

Survival Reading Skills p. 16

Given the labels of several products and questions requiring the student to get specific information from them, the student will read the label and answer the questions.

Be a Better Reader E p. 166

Given directions on how to read a thermometer, pictures of them, and questions designed to improve the student's ability to read them, the student will use the pictures to answer the questions.

Be a Better Reader A p. 70-72

Given instruction on how to read a calendar, a calendar, and incomplete sentences, the student will use the calendar to answer the questions.

Be a Better Reader A p. 44-5

Given a list of cookbook terms, theri definitions, and teacher or cookbook descriptions of the terms, the student will match the definitions to the terms.

Survival Reading Skills p. 15

Given information on the net weight and cost of several products, and a set of questions focusing on comparative pricing, the student will answer the questions.

Survival Reading Skills p. 14

Given the nutritional labels of 2 food sources, a list of terms from them, and a set of questions designed to focus on useful meal planning information, the student will refer to labels and compare them to answer the questions.

Survival Reading Skills p. 13

Given the label of a medicine, a list of words from the label, and a set of explanations of how someone used the medicine, the student will read the label, define the terms, and tell if the person used the medicine corectly and tell what part of the label gave him the answer.

Survival Reading Skills p. 5-8

Given a portion of a job application, and phrases from it, and a set of options, the student will tell which options explain the meanings for the phrases.

Survival Reading Skills p. 33

Given statements from a health insurance policy, and a set of health problems the student will tell if the problem is covered by insurance.

Survival Reading Skills p. 31

Given a list of insurance terms and a set of definitions, the student will match the term to its definition.

Survival Reading Skills p. 29, 30, 32

Given a section of a consumer credit disclosure statement and a set of questions a person has concerning his statement, the student will refer to the statement to answer the person's questions.

Survival Reading Skills p. 28

Given directions on what to do if property was improperly charged to your credit card, and a set of problems, the student will refer to the directions to solve the problems.

Survival Reading Skills p. 27

Given a list of terms related to checking accounts and a list of options, the student will define the terms from the options.

Survival Reading Skills p. 48

Given information from a pamphlet on savings certificates and questions about the information contained therein, the student will refer to the information to answer the questions.

Survival Reading Skills p. 47

Given statements from a Christmas Club Account and questions concerning information contained therein, the student will refer to the statements to answer the questions.

Survival Reading Skills p. 46

Given statements from a savings account agreement, a list of terms and options, the student will define the terms from the set of options.

Survival Reading Skills p. 45

Given several statements from a 1040 A form and a set of incomplete sentences and options, the student will refer to the statements to choose options which complete the sentences correctly.

Survival Reading Skills p. 41-44

Given a group of warranties and a set of questions concerning coverage, the student will refer to the waranties to answer the questions.

Survival Reading Skills p. 37-40

The Money Book by Xerox
Topics:
Managing money with a budget
Getting the quality you want at the price you want
credit, ads, loans, insurance, taxes, BBB, savings and investment, landing a job.

Given statements from an employee withholding exemption certificate and questions concerning the meanings of terms and a group of options, the student will choose options which explain the statements.

Survival Reading Skills p. 36

Given a wage and tax statement and a set of questions, the student will refer to the statement to answer the questions.

Survival Reading Skills p. 35

Given a paycheck stub and questions about it, the student will list meanings of the abbreviations found in the stub and answer the questions.

Survival Reading Skills p. 34

Given an application for a civil service exam and a list of defined terms, a set of instructions, and questions and options, the student will answer the questions about the exam.

Real Life Reading Skills p. 54-5

Given an application for medical assistance, a group of defined terms, and questions and options, and a situation for filling out the form, the student will refer to the terms to fill out the form according to the situation and answer the questions.

Real Life Reading Skills p. 52-3

Given a mail order blank, defined terms, catalog ads, and a set of questions and options, the student will refer to the supplied information to fill out the form and answer the questions.

Real Life Reading Skills p. 50-51

Given an application for a loan, a list of defined terms and a set of questions and options, the student will refer to the terms to answer the questions and fill out the application.

Real Life Reading Skills p. 48-9

Given an application for a Social Security #, some defined terms, and questions and options about the form, the student will fill out the application and answer the questions.

Real Life Reading Skills p. 46-7

Given an application for employment and a group of defined terms and questions with options concerning the application, the student will fill out the form and answer the questions.

Real Life Reading Skills p. 44,45

Given an announcement of a sale, and a list of terms and abbreviations and their meanings, a written invitation to attend the sale and several maps, and a set of questions and options, the student will refer to the information to choose the option which answers the questions.

Real Life Reading Skills p. 26-7

Given a picture of ingredients, a set of terms and definitions, a recipe, a list of questions about the recipe, and options, the tudent will answer the questions.

Real Life Reading Skills p. 22-5

Given a picture of a medicine lable, terms and their definitions, and a set of incomplete sentences and options, the student will refer to the definitions and label to complete the sentences.

Real Life Reading Skills p. 20, 21

Given several types of test forms, and questions and options and derections, the student will answer the questions.

Real Life Reading Skills p. 18, 19

Given several product labels, related terms and their definitions, and a set of questions and options, the student will refer to the pictures and terms to choose the best options.'

Real Life Reading Skills p. 11-15

Given a group of pictures of highway signs, a list of defined terms and a set of questions and options, the student will refer to the pictures and definitions to answer the questions.

Real Life Reading Skills p. 6-10

Given a telephone directory and questions about it, the student will use the directory to answer the questions.

Real Life Reading Skills Teacher-made folder

Given a building directory and a list of defined abbreviations and words, and a set of questions and options, the student will refer to the directory and terms to answer the questions.

Real Life Reading Skills p. 62-3

Given the yellow pages and a set of defined terms, and questions and options, the student will refer to the terms to answer the questions.

Real Life Reading Skills p. 66,67

Given a train schedule, a list of defined terms, and a set of questions and options, the student, with the teacher's assistance, will refer to the schedule and terms to answer the questions.

Real Life Reading Skills p. 72-3, 82

Given a set of pictures depicting emergency situations and the emergency #'s of a phone directory, the student will tell which # to call in each case.

Real Life Reading Skills p. 65-66

Given a TV Guide, defined terms, and questions with options, the student will refer to the guide and terms to answer the questions.

Real Life Reading Skills p. 87-88

Given food products, their unit price tags, defined terms, and a set of questions and options, the student will refer to the tags to answer the questions.

Real Life Reading Skills p. 123-4

Given defined terms, a loan chart, and a group of questions and options, the student will interpret the chart to answer the questions.

Real Life Reading Skills p. 121-2

Given a statement of account from a bank, a set of questions and options, the student will refer to the statement to answer the questions.

Real Life Reading Skills p. 120

Given a check stub, completed check, deposit slip, and a set of questions and options, the student will refer to the information to answer the questions and fill out the deposit slip.

Real Life Reading Skills p. 118-119

Given a utility bill, defined terms and questions with options on how to read the bill, the student will refer to the terms and bill to answer the questions.

Real Life Reading Skills p. 116-117

Given a warranty, defined terms, cartoons of people using products and a set of questions about proper use of the product and what is covered by the warranty, the student will answer the questions.

Real Life Reading Skills p. 114-115

Given a restaurant menu, a dinner bill, defined terms, and a set of questions and options, the student will answer the questions.

Real Life Reading Skills p. 112-113

Given an article on how to write a resumé, the student will read the article and write one.

2800 p. 30-31

Given an editorial, a list of defined terms, and a set of questions with options, the student will refer to the editorial and terms to answer the questions.

Real Life Reading Skills p. 102-3

Given a sports article and a score card from a newspaper, and a set of questions and options, the student will refer to the article and score card to answer the questions.

Real Life Reading Skills p. 100-101

Given a newspaper article, defined terms, and questions and options about the article, the student will read the article and studey the terms to answer the questions.

Real Life Reading Skills p. 97-99

Given a weather map, weather report, defined terms and abbreviations, the picture of a thermometer, and questions and options, the student will refer to these sources to answer the questions.

Real Life Reading Skills p. 95-6

Given newspaper ads, defined terms, and questions with options, the student will refer to the information to answer the questions.

Real Life Reading Skills p. 89-91

Given several types of ads from newspapers, definitions of terms and abbreviations, questions and options, the student will refer to the information to answer the questions.

Real Life Reading Skills p. 92-4

Given a newspaper index, defined terms and questions about the pages on which information can be found, the student will refer to index to answer the questions.

Real Life Reading Skills p. 86-7

STUDY SKILLS

LOCATING INFORMATION
SELECTING AND EVALUATING
OUTLINING, ORGANIZING, AND SUMMARIZING
INTERPRETING MAPS AND GRAPHS
SETTING A PURPOSE FOR READING AND STUDY TECHNIQUES
USING PARTS OF A BOOK
LISTENING SKILLS

Given instruction on how to use a card catalog and questions designed to develop this ability, the student will answer the questions.

Be a Better Reader D p. 180-81
F p. 150-51

Given instruction on how to use the letters and numbers on the spine of an encyclopedia and questions focusing on in which volume certain information could be found, the student will answer the questions.

Be A Better Reader A p. 171
B p. 172
C p. 142
D p. 178-9
E p. 144

Given an article with directions on how to find information about literature in the library, and questions focusing on this skill, the student will read the article and answer the questions.

Be a Better Reader B p. 154-7

Given a set of questions designed to develop the student's ability to decide the best library sources of information, the student will answer the questions.

Be a Better Reader F p. 178
B p. 181-2, 210

Given instruction on the types of information found in dictionaries, almanacs or yearbooks, Reader's Guide, and questions about these references, the student will answer the questions.

How to Study p. 56-7

Given an Encyclopedia index, several qages from an encyclopedia and a set of questions, the student will answer the questions.

Advanced Skills in Reading 2 p. 206-8

Given an explanation of how some encyclopedias indes information by using "a,b,c, or d," to signify on what quarter of the page the information is found, endex entries from 2 encyclopedias, and a set of questions comparing and using information from the entries, the student will answer the questions.

Advanced Skills in Reading 2 p. 203-5

The student will suggest the type of occupation he'd like to engage in and interview someone in that occupation concerning the type of reading necessary for the job, and if possible bring samples of that reading matter on which to base future lessons.

Given a list of reference books, a description of their uses, and questions focusing on where to find certain types of information, the student will tell which reference would be used to locate the information.

Basic Reading Skills p. 186-7

Given samples from an Atlas of political, physical, transportation and product maps, and a set of incomplete sentences, the student will study the maps to complete the sentences.

Basic Reading Skills p. 184-5

Given a sample entry from an almanac and questions referring to it, the student will use the entry to answer the questions.

Basic Reading Skills p. 182-3

Given samples of the Readers' Guide to Periodical Literature, abbreviations, a sample entry, and questions about it, the student will refer to the entry to answer the questions.

Basic Reading Skills p. 181

Given samples of author, title, and subject cards from the card catalog, and an wxplanation of their major components, and a set of questions about them, the student will refer to the cards to answer the questions.

Basic Reading Skills p. 180

Given the numbers and major categories of the Dewey Decimal system and the titles of several books, the student will tell what number and category it could be classified under.

Basic Reading Skills p. 179

Given the Dewey Decimal Grouping of books in 10 fields, how these books are arranged in a library, and questions focusing on locating information by using the Dewey Decimal System, the student will answer the questions.

How to Study p. 54-5

Given enstruction on information found in the card catalogue, a card from the catalog, and questions focusing on the information and where it is located, the student will study the card and answer the questions.

How to Study p. 52-3

Given a sample encyclopedia page, and an explanation of the uses of its major features, and a set of questions focusing on these features, the student will refer to the sample to answer the questions.

Basic Reading Skills p. 178

The student, having selected a topic of interest to him, will suggest ways to get that information and consult the best authority available for suggestions on how to proceed in locating additional information on the subject. If possible, the student will write for free materials.

Given a sample thesaurs entry of one word, and an explanation of the intry's major features, and a set of unfinished sentences, the student will refer to the thesaurs entry to choose a suitable word to complete the sentences.

Basic Reading Skills p. 177

Given a sample portion of the index of a thesarus, an explanation of how to read the entries, a larger sample index and a set of questions, the student will refer to the index entries to answer the questions.

Basic Reading Skills p. 176

MAJOR CATEGORY	SUBHEADING
STUDY SKILLS	OUTLINING, ORGANIZING, AND SUMMARIZING

Given a set of main subheadings and several general topics, the student will select the best main topic to fit the subheadings.

Skills in Reading 2 p. 316

Given a set of subheadings, the student will write a general heading for them.

Skills in Reading 2 p. 316-7

Given an explanation of how to group like ideas under general topics and an explanation fo the outline enumeration system, and given a list of main topics, the student will group them into categories and compose a group topic, and rewrite them using the enumeration system.

Skills in Reading 2 p. 317-9

Given a sample outline consisting of a title which is inappropriate, and several main headings, the student will tell why the title is inappropriate and generalize that outline titles should be accurate and include the thoughts of the main topics of the outline.

Skills in Reading 2 p. 315

Given a picture of many objects and a list of headings, the student will categorize the objects under the headings, then make one new heading and list items under it,

Tactics A p. 188-90

Given instruction on how to outline, and a paragraph or article, the student will outline each paragraph.

Be a Better Reader A p. 126-7, 144-5, 160-1
B p. 80, 144-5, 96-9, 106
C p. 82-3, 120, 138-9
D p. 91-2, 114-115
E p. 72-5, 96-9
F p. 20, 90, 100, 124, 130
G p. 54-62, 70-71

Given an outline that is incomplete except for its main headings, and a list of sentences, the student will place the sentences in their proper place under the headings.

Basic Reading Skills p. 145

Given explanations of the standard outlining procedures and an outline that contains some errors, the student will refer to the explanation and point out the errors in the outline and correct them.

Basic Reading Skills p. 144

Given a list of words and a simple outline form with headings provided, the student will place words under proper headings.

Basic Reading Skills p. 143

Given an article and a list of headings, the student will list subheadings to correspond to information in the article.

Basic Reading Skills p. 140-1
Tactics A p. 169-171

Given an article, the student will list 3 generalizations that can be made about the information in the article.

Basic Reading Skills p. 139

Given a set of statements and a list of categories under which the statements could be organized, the student will indicate which category matches each statement.

Basic Reading Skills p. 138

Given an article, step-by-step instruction on gow to take notes, a set of note cards written about the article, and a set of questions about the note cards and focusing on proper notetaking techniques, the student will refer to the article and cards to answer the questions.

Basic Reading Skills p. 142

Given a pair of paragraphs, the student will read them to tell if the ideas belong under 1 main topic or under 2, and then the student will write a simple outline listing topics and details.

Advanced Skills in Reading 1 p. 206-8

Having read a selection of literature and given a theme, or short summary of it, the student will read a selection of literature and provide a theme for it.

Skills in Reading 2 p. 269-90

Given an article and a skeleton outline, the student will read the article and fill in the title and the outline.

Reading Thinking Skills 6^1 p. 24 6^2 p. 24

Given a skeleton outline with the main topics provided, and an article, the student will read the article to fill in the subtopics.

6^1 p. 23 6^2 p. 23

Given instruction on outlining an article, the student will outline it.

How to Study p. 3, 32, 33, 34

Given instruction on how to outline, and a list of topics and subtopics in random order, the student will arrange them in outline form.

How to Study p. 32-3

Given instruction on how to make a summary and an article, the student will summarize the article.

How to Study p. 30, 31

Given instruction on forming questions after reading the titles and subheadings and an article, the student will form questions and point out key sentences that answer the questions and evaluate the questions that weren't answered.

How to Study p. 28

Given instruction on note-taking techniques and an article, the student will take notes on the article and evaluate them according to the pattern and rewrite if necessary.

How to Study p. 26-7

Given a list of topics and subtopics, and a skileton outline, the student will fill in the outline with topics

5^1 p. 20, 21 5^2 p. 20, 21 6^1 p. 23 6^2 p. 22

After instruction on reducing the outline to phrases, and given an article and an outline that is partially completed, the student will refer to the article to complete the outline.

Basic Reading Skills p. 146-7
Skills in Reading 2 p. 296-303

Given an article and a list of general and specific terms from the article, the student will read the passage and indicate to which general term each specific term belongs.

Be a Better Reader p. 4-17

Given a short story (Tom tests the Pain Killer by Mark Twain) and a list of themes or short summaries, the student will choose the theme that best summarizes the short story.

Skills in Reading 1 p. 266-69, 280-282

Having read an article and having been guided in the formation of an outline and given the value of outlining as a memory aid, the student will answer a set of questions about the article without referring back to it.

Skills in Reading 2 p. 304

Given insturction on reducing the outline of a longer selection by 1. omitting irrelevant paragraphs 2. combininb ideas from related paragraphs, the student will read a longer article and follow a set of directions to compose an outline of the article and answer questions about the article.

Skills in Reading 2 p. 305-10, 3110-314

Given the steps in making a mental outline, a paragraph or set of paragraphs and a partial outline, the student will read the paragraphs and complete the outline.

Skills in Reading 2 p. 320-22

Given instruction on how to take notes on an article and an article, the student will take brief notes.

Be a Better Reader D p. 177
E p. 200

Given 2 topic phrases and a list of sentences, the student will tell to which topic each sentence belongs and arrange the sentences in logical sequence.

Be a Better Reader C p. 174

Given instruction on how to summarize an article, the student will write a summary of an article.

Be a Better Reader E p. 194-5
F p. 108-9
G p. 72-4

Given a completed outline and a corresponding set of notecards in jumbled order, the student will arrange the cards to match the headings and subheadings of the outline.

Basic Reading Skills p. 148-9

Given a bibliography and a set of questions designed to guide students in using and evaluating parts of the bibliography, the student will use the bibliography to answer the questions

Basic Reading Skills p. 116, 189-192

MAJOR CATEGORY SUBHEADING

STUDY SKILLS INTERPRETING MAPS, GRAPHS, AND CHARTS 240

Given samples of a line, bar, and circle graph, a list of defined terms and questions and options, the student will use the graphs to answer the questions.

Real Life Reading Skills p. 74-77
Be a Better Reader B p. 166-7
C p. 136-7
D p. 194-7

Given a map of the U S which shows its time zones, the student will answer questions requiring interpretation of the map.

Basic Reading Skills p. 84

Given a map, its legend, and a set of questions requiring the student wo solve traveling problems, the student will refer to the legend and map to answer the questions.

Basic Reading Skills p. 157

Given a detailed map of a neighborhood, the student will answer questions requiring the student to use his knowledge of the directions : N S E W.

Basic Reading Skills p. 82

Given several maps, defined terms, and questions and options, the student will refer to the maps and terms to answer the questions.

Real Life Reading Skills p. 78-9, 83

Given instruction on reading and interpreting graphs and charts, examples of circle, bar, and line graphs, and a set of questions, the student will study the graphs to answer the questions.

How to Study p. 46-51

Given a detailed map, and questions at the literal and interpretive level, the student will refer to the map to answer the questions.

How to Study p. 44-45
Be a Better Reader B p. 142-3
D p. 126-9
E p. 43
F p. 58

Given instruction on how to read a weather map, a weather map and questions requiring the student to read a map and demonstrate knowledge of such maps, the student will answer the questions.

Be a Better Reader p. 126-9

Given a detailed time line showing important events of an historic movement, and a set of questions about the information contained therein, the student will refer to the time line to answer the questions.

Basic Reading Skills p. 164
Be a Better Reader E p. 11

Given a narrative about a trip, a world map, and questions designed to develop the studnt's ability to use a map to trace a path, the student will read the narrative and answer the questions.

Be a Better Reader A p. 62-5
B p. 36-41
C p. 9-15
E p. 12, 13, 120-1
F p. 36-9

Given directions on how to read latitude and longitude lines on a map and questions requiring the student to use that knowledge, the student will answer the questions.

Be a Better Reader E p. 116-119

Given an indexed map of a country and its major cities, the map's index and a set of questions designed to develop locational skills, the student will use the index and map to tell the location of cities named in the questions.

Basic Reading Skills p. 156

Given a bar graph, a circle graph, a line graph, and instructions on how to interpret each, and a set of questions about the graphs, the student will refer to the graphs to answer the questions.

Basic Reading Skills p. 162-3

Given a diagram and a set of statements that could be made after studying the diagram, the student will indicate which part of the diagram illustrates each statement.

Basic Reading Skills p. 161

Given a chart with 5 or more headings for 5 for more topics and a set of questions about the chart, the student will refer to the chart to answer the questions.

Basic Reading Skills p. 160

Given an article, a partially completed chart, and a set of questions about the chart, the student will refer to the chart to answer the questions.

Basic Reading Skills p. 158-9

2700--entire book: Maps and Graphs

MAJOR CATEGORY | SUBHEADING

STUDY SKILLS | SETTING A PRUPOSE FOR READING AND STUDY TECHNIQUES 44

Given a list of defferent types of reading material and a partial listing of pruposes for reading each type, the student will add 1 purpose to each type.

Basic Reading Skills p. 150

Given instruction how to form questions about a topic sentence and summarize the answer after reading a paragraph, and given a set of paragraphs, the student will form a questions from each topic sentence and answer the questions by summarizing related information from each paragraph.

Skills in Reading 1 p. 213-16

Given instruction on how to change the topic sentence into a question, and a topic sentence, the student will change it into a question.

Skills in Reading 1 p. 211-3

Given a paragraph, an outline of it, and directions to read the above to remember the information, and a list of facts, the student will read the paragraph and outline it and select from memory the facts that are or aren't contained in the paragraph.

Skills in Reading 1 p. 203-5

Given an explanation of effective techniques for understanding what is read, an article and questions based on it, the student will read the article using the techniques described and answer the questions.

How to Study p. 18-23

Given an announcement and a purpose for reading it, and a set of questions related to the purpose, the student will answer the questions without referring to the announcement.

Tactics A p. 192

Given an article having subheadings and questions designed to show the student the usefulness of headings in finding and organizing information, the student will read the article and its headings and answer the questions.

Be a Better Reader A p. 112-14
B p. 13-16, 64-7

Given the table of contents of a magazine, the student will indicate which article he would turn to first to read about one of his interests.

Tactics A p. 136
B p. 170

Given instruction on the procedure of previewing as a study technique, an article, and questions about it, The student will use the technique to read the article and will answer the questions without referring to the article.

Be a Better Reader B p. 78-9, 158-61
C p. 16-19, 48-50
D p. 8-11, 21, 58-61
F p. 19-21
G p. 28-37, 64-9, 189-92

Given a table of contents and a list of purposes, the student will tell on which page he could begin reading to satis fy the purpose.

Tactics A p. 136-7

Given pictures of people, and a description of something each wants to do, and a list of questions they might ask, and a list of books, the student will match the person to the question they might ask and the books they'd be interested in.

Tactics A p. 139-40
B p. 169-70

Given a list of defferent types of reading material, the student will tell for what reason he might read the material, which types of material could be read for enjoyment and which could be read quickly or should by read slowly.

Tactics A p. 138

Given a list of homework assignments and a set of questions designed to draw attention to make the student decide what materials and procedures are needed to accomplish the pruposes of the assignements, the student will answer the questions.

Tactics A p. 141-2

For Practicing SQ3RP

Weather and You
Map Skills For Today's Geopgraphy

Given instruction on how to read didactic material, such an article, and questions to test the student's understanding of the main concept of the article, the student will read the article and answer the questions.

Be a Better Reader A p. 66-9, 122-4, 96-7, 117-21, 146-7, 166-7
B p. 18, 19, 20, 21, 46-8, 68-73, 100-101, 126-8, 146-7
C p. 20-22, 52-3, 78-9, 80-82, 106-7 172-3, 196-7
D p. 16-18, 62-3, 64-5, 112-113, 132-3 152-4, 174-6, 198-99
E p. 14-20, 44-50, 70-71, 94-5, 136-42, 162-3, 198-99
F p. 44-6, 84-9, 102-7, 128-9, 170-5, 198-99

Given instruction on combining information from 2 sources, articles from 2 sources, and a partial outline, the student will read the articles and combine the information to complete the outline.

Be a Better Reader F p. 180-81

Given a headline, a picture and a caption, an article, and questions, the student will form purpose-setting questions to match the headline, picture and captions, and read the article, answer the questions and re-evaluate the type of questions formed.

Tactics A p. 145-7
B p. 185-88

Given an assignment a teacher might give, the student will write the assignment as he would in an assignment notebook.

Tactics A p. 143

Given a purpose for reading a poem and a set of questions to see if the student has accomplished that purpose, the student will read the poem and answer the questions without referring back to the poem

Tactics A p. 142-3

Given the opening paragraph of a peice of literature, the student will form a purpose setting question after reading the paragraph.

Tactics A p. 149-51, 197-9
2800 p. 30

Given a headnote, title, picture, caption, and opening and closing paragraphs, the student will form purpose setting questions.

Tactics A p. 154-5

Given headnotes, illustrations and titles for a group of articles, the student will form purpose-setting questions for reading the article.

Tactics A p. 152-3

Given a headnote, title, picture, caption, and opening paragraphs, and an article, the student will form prupose setting questions, read the article, then answer the questions.

Tactics A p. 156-8

Given an article accompanied by a study guide, the student will read the article and answer questions in the study guide without referring to the article.

Tactics B p. 191-2, 197-208

STUDY SKILLS USING PARTS OF A BOOK

Given a partial index and questions about information found in ti, the student will list key words in each question and tell on which page of the index the information to answer wach question can be found.

Skills in Reading 1 p. 151-2

Given 2 lists of words, the student will match the words in column B to each word in comumn A that has a simialr meaning.

Skills in Reading 1 p. 152-3

Given instruction on how to use an index, a partial index, and questions about it, the student will refer to the index to answer the questions.

Skills in Reading 1 p. 149-50
Using an Index, Supportive Reading Skills
Be a Better Reader D p. 134-5

Given a list of otpic phrases, the student will tell the key words one would consult in an indes to find more information on the topic.

Skills in Reading 1 p. 150-1

Given a partial index and a set of questions, the student will tell where in the index the answer for each question can be found.

Skills in Reading 1 p. 157-8
Be A Better Reader E p. 202

Given an index entry and a set of questions focusing on entry notation and information, the student will refer to the entry to answer the questions.

Advanced Skills in Reading 2 p. 196-200

Given the table of contents of 3 magazines and several questions requiring the student wo read and understand what will be in the articles, and how the articles are listed, the student will refer to the table of contents to answer the questions.

Basic Reading Skills p. 154

Given a partial glossary of 2 test books, and questions designed to focus attention on comparing entries of the 2 booksand the necessity to refer to more than 1 entry to glean information, the student will use the glossaries to answer questions.

Basic Reading Skills p. 155

Given a partial index and questions requiring the student to locate information and explain abbreviations, the student will refer to the index to answer the questions.

Basic Reading Skills p. 152

Given a table of contents, a list of incomplete statements about it, and a multiple choice set of phrases, the student will use the table of contents to select the phrase which best completes each statement.

Basic Reading Skills p. 153

Given a list of questions and a list of index headings, the student will tell under which heading he might find the answer to each question.

Skills in Reading 1 p. 155
Be a Better Reader C p. 140-1

Given a list of specific terms and a list of general terms, the student will choose 2 general words under which each specific term might be found in an index.

Skills in Reading 1 p. 154

Given an index containing cross references and a set of questions focusing on the use of corss references, the student will refer to the index and answer the questions.

Advanced Skills in Reading 2 p. 201-2

Given a table of contents and questions designed to develop the student's ability to get information from it, the student will answer the questions by referring to the table of contents.

Be a Better Reader A p. 128-9
B p. 130-1
D p. 116-117

Given a list of topics in column A and a list of index headings in Column B, the student will match topics to the headings they might appear under.

Advanced Skills in Reading 2 p. 194

Given a question, the student will point out more than one key word one might look under in an endes to find the answer.

Advanced Skills in Reading 2 p. 193

Given a question, the student will point out the key word one would look under in an index in order to find the answer to the question.

Advanced Skills in Reading 2 p. 191-2

Given a list of topic phrases, the student will select the word to look for in an alphabetical index and will indicate its sub-topic.

Advanced Skills in Reading 2 p. 191

Given a set of incomplete factual statemtns, the student will complete the statements with the words: table of contents, or index.

Advanced Skills in Reading 2 p. 190

Given the tables of contents of several books, and a set of questions about where information can be found, the student will study the contents to tell in which book the information can be found.

Advanced Skills in Reading 2 p. 187-8

Given a table of contents, defined terms, and questions and options, the student will refer to the contents and terms to answer the questions.

Real Life Reading Skills p. 68-9

Given a group of defined terms, an index, and a group of questions and options, the student will use these to answer the questions.

Real Life Reading Skills p. 70-71

Given a list of substitute key words and a question in which the key word is not found, the student will tell which key word he would consult in the index in order to find the answer to the question.

Advanced Skills in Reading 2 p. 195

Given instruction on types of information found in the table of contents, index, glossary, list of suggested readings, and illustrations and questions and options focusing on these book parts, the student will answer the questions.

How to Study p. 58-9

MAJOR CATEGORY | SUBHEADING

STUDY SKILLS | LISTENING SKILLS

Tuning in, Theodore H. Wright, Xerox Publications, Middletown CT, 1975

RATE

FLEXIBILITY
SKIMMING
SCANNING

Given a type of material, a purpose for reading it, and a set of questions focusing on suitable reading rate the student will answer the questions.

2800 p. 2-10

Given a deagram of reading rate, and a chart of types of reading material with a corresponding purpose for reading, the student will select a proper rate to match the material and ist prupose.

Basic Reading Skills p. 151

Given a list of pruposes for reading, the student will tell if the prupose calls for slow careful reading or skimming.

Tactics B p. 182

Given information on undesirable habits that slow one's reading rate, the student will read the article and identify his own undesirable habits.

Be a Better Reader G p. 14-15

Given an article with all unnecessary words omitted, and a list of facts, the student will skim the article and tell which facts are found in the article.

Skills in Reading 2 p. 178
Skills in Reading 1 p. 167-8

Given 3 ads with different layouts and type size, the student will tell which could be read quickly and which could be read slowly and why.

Tactics B p. 181

Given 2 paragraphs, the student will read them and tell which could be read wih more ease and why.

Tactics B p. 181-2

Given 2 columns, the 1st of which contains beginnings of sentences and the 2nd of which contains the endings, the student will skim to connect the columns to form sentences.

Skills in Reading 1 p. 160

Given a table of contents of a book, the student will skim the chapter headings to get a general idea of the contents of the book, and will provide a title for the book.

Skills in Reading 2 p. 171

Given a paragraph, the student will skim to get a general idea of the paragraph's content, noting repeated words and phrases, and will identify the topic of the paragraph.

Skills in Reading 2 p. 172

Given an article with essential words being underlined, and a set of questions and options, the student will skim the article, reading only the underlined words, to answer the questions.

Advanced Skills in Reading 2 p. 176-7

Given a paragraph, and several statements of central ideas, the student will skim the paragraph and choose a central idea.

Tactics B p. 178-180

Given an article, the student will skim it to tell if it is about a topic stated by the instructor.

Tactics B p. 176-8

Given instruction on the steps in skimming an article, the student will skim to answer a set of questions about it.

How to Study p. 16
Skills in Reading 1 p. 162-4, 168-170

Given 2 columns of phrases, the student will skim to match the phrases with similar meanings.

Skills in Reading 1 p. 161

Given an explanation of efficient procedures for scanning a technichal document and questions about it, the student will record in which article and section the answers can be found, and record exercise time and # correct.

Skimming and Scanning p. 127-30

Given directions on scanning reference materials, passages from reference materials, and questions contained therein, the student will scan to answer the questions and record exercise time and # correct.

Skimming and Scanning p. 131-3
2800 p. 19

Given an article and a set of questions, the student will skim it to answer questions with 60% accuracy.

Advanced Skills in Reading p. 167, 169, 173-4, 179-84
2800 p. 22-29

Given specific instruction on what skimming is, the level of comprehension desired, rates of WPM, and the uses of skimming, and a series of articles and questions, the student will skim the articles for 50% accuracy of comprehension, striving for increading efficiency.

Skimming and Scanning p. 11-73

Given an explanation of efficient exerercise precedures, a detailed statistical table and questions about it, the student will scan the table and answer the questions and record time and # correct.

Skimming and Scanning p. 119-122
Skills in Reading 1 p. 95-6
2800 p. 13

Given a table of measures and questions about it, the student will scan to answer the questions

2800 p. 15

Given a recipe and questions about it, the student will scan the recipe to answer the questions.

s800 p. 16

Given a lengthy newspaper article, and questions about it, the student will scan to find answers and record time and # correct.

Skimming and Scanning p. 123-126

Given a TV Buide and a list of questions, the student will scan to answer the questions.

Skimming and Scanning p. 101-3

Given a train or ship schedule, and questions about it, the student will scan to answer each and record time for each and # correct.

Skimming and Scanning p. 106-7
Skills in Reading 1 p. 96-7

Given a Best Seller List and questions about it, the student will scan to answer the questions and record time and# correct.

Skimming and Scanning p. 109-110

Given hit record charts, and questions about them, the student will scan to find the answers and record time and # correct.

Skimming and Scanning p. 113-118

Given the movie ad section of the newspaper and specific information to locate, the student will scan to find the information.

Tactics B p. 171-2
2800 p. 20,21

Given an article and a set of questions about it, the student will tell which key words will assist in locating the answer and will scan to find the answers.

Basic Reading Skills p. 134-5
2800 p. 17, 20
Skills in Reading p. 99-104

Given a list of phrases and an article whose lines are numbered, the student will tell in which line each word occurs.

Advanced Skills in Reading 2 p. 116
Skills in Reading 1 p. 98

Given detailed index entries, and information to locate, the student will scan and tell on which page the information can be found and record time and # correct.

Skimming and Scanning p. 98-99

Given a chart containing 5 columns and a set of questions designed to make the student scan to compare the information in the columns, the student will scan to answer the questions.

Advanced Skills in Reading 2 p. 163

Given instruction on what scanning is, how to do it, its desired 100% accuracy, and its advantages, a lengthy alphabetical word list and words to locate, the student will locate each word and record the preceeding word and time spent.

Skimming and Scanning p. 83-5

Given a lengthy list of dictionary guide words, and words to look up, the student will scan to tell on whichpage each word is located and record time.

Skimming and Scanning p. 88, 91

Given a paragraph and a specific piece of information to locate, the student will scan the paragraph, tell the information and indicate what helped in locating it.

Tactics B p. 176
Skills in Reading p. 157

Given directions on efficient use of a telephone directory and a telephone page, and persons to look up, the student will scan and record the phone numbers and time and # correct.

Skimming and Scanning p. 93, 95
Skills in Reading p. 94, 95
Tactics B p. 173

Given an ad and questions about it, the student will scan to answer the questions.

2800 p. 11-12, 14, 18

Given a list of words, and a paragrpah whose lines are numbered, the student will tell in which line each word occurs.

Advanced Skills in Reading 2 p. 165

Given a list of words, and a numbered column of phrases the student will tell in which line the word occurs.

Skills in Reading 2 p. 164

RECREATIONAL READING

Action Books
Pal Paperbacks
Breakthrough

ORAL READING SKILLS

PHRASING AND PUNCTUATION
FLUENCY
PRONUNCIATION
RATE AND EXPRESSION

MAJOR CATEGORY	SUBHEADING
ORAL READING	PHRASING AND PUNCTUATION

Given a sentence that is separated into phrases in 3 different ways, the student will identify which best conveys the meaning in thought units.

Tactics I

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